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AUTHOR Levin, Valerie E.; Dowda, Martha L.
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ABSTRACT

The manual introduces the framework of STARS (Striving Together and Reaching Success), a program for serving behaviorally disordered students in grades 1-8. The underlying philosophy is to provide a consistently structured instructional program to promote successful reintegration into a less restrictive educational setting. An overview section addresses such issues as eligibility, continuum of services, related services, and job descriptions. Fourteen program components (including classroom management procedures, affective education, assessment, team meetings, and inservice training) are outlined in the second section. The remainder of the manual details, in separate sections, designs for the primary and intermediate level programs (with sample classroom floor plans, schedules, checklists, and procedures for coordinating the management system). (CL)

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STRIVING TOGETHER AND
REACHING SUCCESS

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A BEHAVIOR DISORDERS PROGRAM DESIGN

S T A R S

STRIVING TOGETHER AND REACHING SUCCESS

A BEHAVIOR DISORDERS PROGRAM DESIGN

Valerie E. Levin
Consultant
Behavior Disorders

Martha L. Dowda
Area Resource Teacher
Behavior Disorders

Services for Exceptional Children
Fulton County Board of Education
580 College Street
Hapeville, Georgia 30354

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This program design is dedicated to special children,

who, with the support and concern of parents and educators,

are Striving Together and Reaching Success . . .

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Mr. G. Harold Smith
Executive Director
Services for Exceptional Children
Fulton County Board of Education

Ms. Nan Hughes
Assistant Director
Services for Exceptional Children
Fulton County Board of Education

Mrs. Nancy E. Shelley
Coordinator of Instruction
Services for Exceptional Children
Fulton County Board of Education

Mrs. Jane Lybrand
Clerk, Behavior Disorders
Services for Exceptional Children
Fulton County Board of Education

Mrs. JoAnn Fowler
Area Resource Teacher, B. D.
Services for Exceptional Children
Fulton County Board of Education

Mr. Jay Whitlow
Area Resource Teacher, B.D.
Services for Exceptional Children
Fulton County Board of Education

Ms. Chris Pawlosky
Teacher, Behavior Disorders
Services for Exceptional Children
Fulton County Board of Education

Ms. Janice Cohen
Teacher, Behavior Disorders
Services for Exceptional Children
Fulton County Board of Education

Mrs. Sabra Hanson-Holloday
Teacher, Behavior Disorders
Services for Exceptional Children
Fulton County Board of Education

Mrs. Camille Suddeth
Teaching Assistant, B. D.
Services for Exceptional Children
Fulton County Board of Education

Ms. Judi B. Borgo
Assistant Director, Information
and Community Relations
Fulton County Board of Education

Ms. Jude Lindquist
Art Director
Atlanta, Georgia

Dr. Patrick Ware
Psychiatrist
Atlanta, Georgia

Mr. William Levin
Marketing Consultant
Atlanta, Georgia

INTRODUCTION

The development of the Striving Together and Reaching Success (STARS) Program Design began as part of our efforts to provide both a cohesive and comprehensive program for serving behaviorally disordered students within the Fulton County School System.

STARS is unique in that:

- as a result of field testing in the behavior disorders classrooms in Fulton County, the program has been expanded and refined.
- using STARS' basic structure teachers have developed effective, but flexible, programs for serving behaviorally disordered students.
- it provides program cohesiveness for all STARS students within the Fulton County School System.
- ongoing communication is provided to students, parents, and teachers on a daily basis with regard to academic and behavioral performance.
- its basic structure has been extended to include home management programs.
- it provides written documentation for accountability purposes in addressing the mandates of PL 94-142.
- a method for the collection of data is provided in order to substantiate the effectiveness of the program.

- it provides for ongoing documentation and assessment of student progress in meeting individual goals.

It is our hope that the material in this manual will serve as a framework from which professionals can develop and implement an effective program for serving the behaviorally disordered population in their own school setting. The chapters of the program design include an overview of the population to be served and criteria for placement, descriptive information about the specific program components, and detailed "how to" chapters on the primary and intermediate level STARS program designs.

CHAPTER I

STARS - AN OVERVIEW

"Cheshire-Puss," she began, rather timidly ... Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the cat.

"I don't much care where ...," said Alice.

"Then it doesn't matter which way you go," said the cat.

Lewis Carroll

Alice's Adventures in Wonderland

1.0 PURPOSE

The purpose of the STARS program, serving behaviorally disordered students, is to provide a consistently structured instructional program which will lead to the student's successful reintegration into a less restrictive educational setting. The program provides direct service to enrolled students, supportive services to students and their families, and liaison with cooperating community agencies to provide for generalization in all settings.

1.1 PROGRAM GOALS

A. To provide a successful cognitive, affective, and social learning environment for behaviorally disordered students.

B. To provide an educational program within the least restrictive environment.

C. To provide ancillary and support services for Fulton County students through direct service and liaison with cooperating community agencies.

D. To provide cooperative programming with general education teachers in mainstreaming behaviorally disordered students.

E. To provide for parent involvement in their child's educational program.

1.2 STATE DEFINITION

A behavior disorder is characterized by:

A. An inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers.

B. An inability to learn which cannot be adequately explained by intellectual, sensory, neurophysiological, or general health factors.

C. Consistent or chronic inappropriate types of behavior or feelings under normal conditions.

D. Displayed pervasive mood, unhappiness, or depression.

E. Displayed tendency to develop physical symptoms, pains, or unreasonable fears associated with personal or school problems.

1.3 ELIGIBILITY INFORMATION

A student may be considered for placement in a modified self-contained program for the behaviorally disordered based upon a comprehensive case study which shall include:

A. Required Evaluation Information

1. Hearing and vision screening
2. Psychological and educational evaluations
3. Report of behavioral observations over a period of time, which includes:
   a. A behavioral observation by someone

other than the classroom teacher.

b. An anecdotal record of the student's behavior completed by the classroom teacher. The anecdotal record is a complete and accurate description of actual events which is obtained during three to five observations over a minimum two week period.

4. A classroom observation of the referred student by a behavior disorders staff member.
5. Documentation of prior extension of services available in the regular program such as counseling, modification of the regular program, or alternative placement available to all students.
6. A social history is required for students who may require modified self-contained placement.

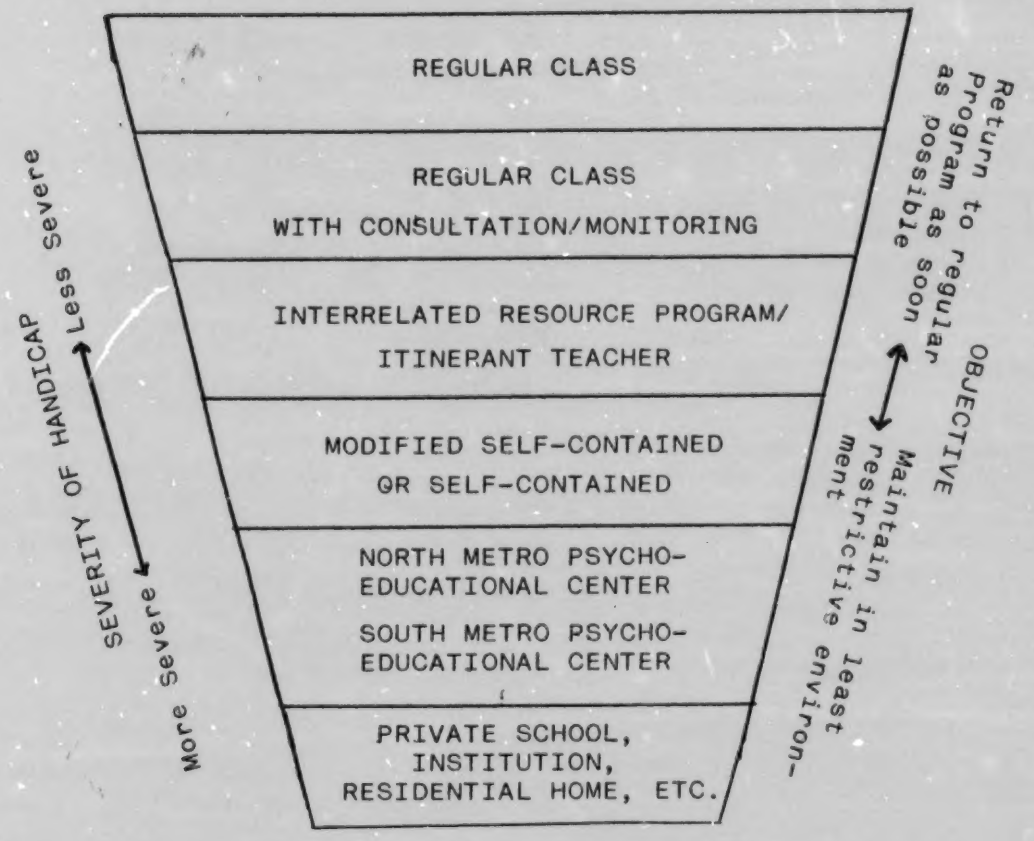
1.4 ELIGIBILITY CRITERIA

A student may be considered eligible for the Behavior Disorders Program if evaluations and other data support the conclusion that: the student, after receiving regular education assistance, counseling, alternative placement and/or procedures available to all students, still exhibits one or more of the defined behavioral characteristics of sufficient duration, frequency, and intensity that it interferes significantly with educational performance to the degree that provision of special education services is necessary. The student's difficulty is emotional/behavioral and cannot be adequately explained by intellectual, cultural, sensory, neurophysiological, or general health factors.

The term does not include socially maladjusted students, unless it is determined that they are also behaviorally disordered. A student whose values (and/or behavior) are in conflict with the school, home, or community, or who has been adjudicated through the courts or other involvements with correctional agencies, is not automatically eligible for behavior disorders placement. Ordinary classroom behavior problems and social problems, such as delinquency and drug abuse, do not automatically qualify a student for behavior disorders placement.

1.5 CONTINUUM OF SERVICES

The continuum of services diagram outlines the various levels of service designed to meet the individual needs of behaviorally disordered students from grades K - 12.



1.6 ENROLLMENT

The Behavior Disorders Modified Self-Contained Program is designed to serve eligible students in classes housed within regular elementary and middle schools. The students are served from three hours up to a full-day depending on the severity of behavior. The primary level STARS classes serve students in grades one through three staffed by a teacher and an assistant, for a recommended enrollment not to exceed eight students. The intermediate level STARS classes serve students in grades four through seven staffed by a teacher and an assistant, for a recommended enrollment not to exceed ten students. The intermediate middle school STARS classes serve students in grades six through eight staffed by a teacher and an assistant, for a recommended enrollment not to exceed ten students.

1.7 RELATED SERVICES

Transportation

Adaptive Physical Education

Speech and Language Therapy

Audiology

Physical Therapy

Occupational Therapy

Vision Instruction

Psychological Services

Behavior Disorders Resource Specialist

1.8 SPECIAL INFORMATION

A. Psychiatric evaluations are available as needed and as assigned by the Staff Services Office.

B. North Metro Psychoeducational Center and South Metro Psychoeducational Center provide a comprehensive community-based model offering a variety of special education programs and treatment services to eligible severely emotionally disturbed/behaviorally disordered students.

C. The Behavior Disorders Program staff consists of an Instructional Services Consultant, two Area Resource Teachers, a Behavior Disorders Resource Specialist, and both teachers and teacher assistants. (Refer to 1.8a, 1.8b, 1.8c, 1.8d, and 1.8e for job descriptions).

JOB DESCRIPTION

INSTRUCTIONAL SERVICES CONSULTANT

Division: Instructional Services

Department: Services for Exceptional Children

Reports to: Coordinator of Instructional Services and/or Assistant Coordinator Talented and Gifted

Supervises: Assigned Department Staff

DUTIES & RESPONSIBILITIES

Program Development:

1. Assist in preparing a proposed annual budget for the department identifying personnel requirements, instructional materials and media, equipment, facilities, and other resources for services to students.

2. Maintain communication with classroom teachers regarding instructional services.

3. Provide for the purchase and/or exchange of instructional materials from approved budgets and following established procedures.

4. Assist in the development of plans for services to students and staff including needs assessment activities, recommendations for program priorities and delivery systems for services, and program evaluation procedures.

5. Meet regularly with assigned staff to identify program needs and planning concerns to support a quality program of services for students and staff.

Personnel Development:

1. Participate in departmental staff meetings and inservice training programs.

2. In cooperation with assigned personnel in the department identify staff inservice needs, plan and implement in-service training programs for departmental personnel.

3. Assist in interviewing and recommending for employment personnel meeting local system and state requirements following appropriate procedures.

4. Provide for regular observation and assessment of teachers to support the development of teacher competencies for instructional services to students.

5. Maintain an ongoing program of personal professional development through professional organizations, coursework and others.

Services to Students:

1. Assist principals and classroom teachers in maintaining accurate student enrollment data.

2. Work closely with special education teachers in the classroom to provide an effective program of instruction for handicapped students including curriculum planning, instructional strategies, selection of instructional materials, classroom management, and other instructional areas using demonstration teaching, consultation, in-service training, and other techniques.

3. Review instructional plans to assist teachers in planning and implementing a quality program of instruction for students; and Individual Education Plans on a selected basis.

4. Maintain a central inventory of instructional materials and provide for the distribution and full utilization of materials.

5. Serve as staffing chairperson or as a member of staffing committees for assigned students.

6. Plan and support effective communication with parents of students receiving special education services.

7. Assist in providing intake (evaluation) services as required for assigned students.

8. As needed, provide special support services to assigned students and/or their parents.

General:

1. Prepare and submit accurate reports as required.

2. Maintain communication with principals to provide instructional support to teachers, coordination of special education staff, scheduling for students, staff evaluation, and other critical program areas.

3. Support communication between the department, local schools and other departments.

4. Review and approve travel expense statements for itinerant instructional staff.

5. Participate in activities of the Fulton County Schools Special Education Advisory Committee.

6. Other responsibilities as may be assigned or required for the effective implementation of job responsibilities.

JOB DESCRIPTION

AREA RESOURCE TEACHER

PROGRAM DEVELOPMENT

1. Assist the Instructional Services Consultant in identifying priorities for budget planning, prioritizing of program service needs, maintaining accurate and current inventory, and distribution of instructional media to the schools.

2. Support curriculum development in assigned program areas.

SERVICES TO STUDENTS

1. Assist teachers in developing appropriate educational program to meet special learning needs of students.

2. Provide direct student services in assigned curriculum area.

3. Provide individual students educational assessment to identify learning needs.

4. Provide diagnostic teaching services to assigned students to support planning and implementation of appropriate educational services.

5. Provide assigned intake services for students referred for special education services.

6. Provide support to local school personnel in the identification of students with special learning problems.

7. Provide information to parents of enrolled students to support their participation in planning and implementing appropriate educational services.

8. Provide support through consultation, demonstration teaching, re-evaluation of instructional media and other areas of cooperative planning to support successful participation of handicapped students in the regular classroom.

9. May be assigned as Staffing Chairperson or participant to plan special education services for students.

10. Assist staff in identifying special needs and locating services and resources for students.

11. Work with students in cooperation with special education

teachers to plan and carry out appropriate instructional services through assessment, diagnostic teaching, selection of instructional materials and evaluation of intervention strategies.

GENERAL

1. Participate in departmental staff meetings as required.

2. Assist in identifying staff development needs of teachers and other instructional services personnel.

3. May participate in providing inservice training to staff.

4. Participate as a "peer teacher" in data collection for teacher certification.

5. Support communication between the local school and the SEC Department particularly in areas of services, staff development, program needs and priorities, and other critical items.

6. Maintain an ongoing program of personal professional development.

7. Other responsibilities as may be assigned or required for effective job performance.

1.8c

JOB DESCRIPTION

BEHAVIOR DISORDERS RESOURCE SPECIALIST

PROGRAM DEVELOPMENT

1. Assist in program/curriculum development for SEC programs.
2. Maintain effective communication with staff to determine program needs and priorities in areas of staff development, proposed services to students, parent services, and other areas.

PERSONNEL DEVELOPMENT

1. Participate in planning and conducting inservice to SEC staff.
2. Provide consultation to teachers of BD classes.

SERVICES FOR STUDENTS

1. Provide direct service to students and parents.
2. Administer psycho-educational assessments to selected students with written reports.
3. Monitor residential placements as assigned.
4. May provide intake services as assigned for students referred for special education services.
5. Participate in or chair staffings as assigned.
6. Provide support to local school personnel in the identification of students with behavior disorders.

GENERAL

1. Participate in staff meetings with Consultant and for C staff.
2. Serve as liaison to community agencies/groups as assigned.
3. Develop research related to programs for students with behavior disorders.

1.8d

JOB DESCRIPTION

TEACHER, SERVICES FOR EXCEPTIONAL CHILDREN

Qualifications: T-4, preferably T-5 certificate in area of behavior disorders

General nature of work and supervision received: Works in classroom daily prescribing and carrying through on methods and materials for each child. General supervision from the B.D. Consultant.

Enumerated detailed description of duties and responsibilities:

1. Participation in the development and implementation of an effective program for each student including:
   (a) An individual educational plan for each student to include realistic goals.
   (b) Utilization of appropriate teaching strategies and materials.
   (c) An ongoing evaluation of students in the program through the use of formal and informal assessments.
   (d) Documentation of student progress.
2. Oversees preparation of daily program.
3. Designs classroom environment.
4. Participates in staffings of children who may become members of STARS classes.
5. Coordinates with other teachers involved in the student's program.
6. Submits required and requested reports accurately and on time.
7. Submits orders for materials and books.
8. Maintains an inventory of materials and equipment.
9. Attends inservice meetings.
10. Assists in maintaining a central office file on each student in the program.

JOB DESCRIPTION

TEACHER ASSISTANT, SERVICES FOR EXCEPTIONAL CHILDREN

Qualifications: Graduation from a recognized senior high school. Should have personal characteristics which are desirable for children to model and should be responsive and accepting of children with exceptionalities.

General nature of work and supervision received: Works in classrooms daily assisting the teacher in the development and implementation of an effective program for each student. General supervision from the teacher and B.D. Consultant.

Enumerated detailed description of duties and responsibilities:

1. Works in the classroom as an assistant to the teacher.
2. Provides individualized assistance to each child in learning tasks.
3. Assists teacher in the preparation of materials for the classroom.
4. Assists teacher in the documentation of student progress.
5. Works with small groups in activities that have been initiated by the teacher.
6. Prepares teacher made materials, games, etc.
7. Assists teacher with large group activities.
8. Contributes to enrichment activities by utilizing special talents.
9. Participates in conferences with teacher concerning children's progress.
10. Collects lunch and milk money and fills out daily lunch report.
11. Assists in maintaining orderly arrangement of the classroom.
12. Assists with bus duties.
13. Assumes responsibility for classroom when teacher is absent.

CHAPTER II
PROGRAM COMPONENTS

"A teacher affects eternity; he can never tell where his influence stops."

Henry Brooks Adams

The Education of Henry Adams

2.0 PRINCIPLES OF BEHAVIORAL CHANGE

A logical sequence of steps should be followed when developing a program to change student behavior. The first step in this process of behavioral change involves specifying goals and objectives that describe exactly what the student is to accomplish at the end of a given period of time. In the STARS program initial goals and objectives are specified on the student's Individual Educational Plan at the time of the staffing.

The second step in this process involves stating the criteria that will be used to determine when the goals and objectives are met. It is the teachers responsibility, while monitoring the student's progress, to evaluate the efficacy of the criteria.

Next, procedures for behavioral change are selected for identified goals. Procedures for behavioral change will often fall into one of several categories; increasing or strengthening a weak behavior, generalizing a behavior to a new setting, restricting a behavior to a specific setting, shaping a new behavior, maintaining a behavior, and reducing or eliminating a behavior. The STARS Program Design utilizes a behavior management system in conjunction with a variety of other techniques.

Following the selection of a procedure for behavioral change, appropriate contingencies are identified by the teacher. Contingencies are the relationship between a given response and its environmental consequences. In the STARS program contingencies take the form of rewards, verbal and non-verbal contracts, and natural consequences.

Having selected the appropriate contingencies for the planned procedure, the teacher then structures the STARS classroom to provide an environment that allows for the control of contingencies.

Following this, the effectiveness of the program is evaluated by recording each student's daily performance on a graph. A graph provides a visual tool that enables the teacher to evaluate, on an ongoing basis, the effectiveness of the implemented program. If, after a sufficient period of time, desired change has not taken place the graph will indicate the need for the re-evaluation of the procedure.

To complete the sequence, it is important to provide ongoing communication regarding student progress to parents, school personnel, and any other agencies involved in the student's program. This takes place in the form of parent contacts, team meetings, and by the use of formal progress reports and graphs.

2.1 CLASSROOM MANAGEMENT PROCEDURES

The importance of utilizing various effective classroom management procedures in conjunction with the use of the STARS Program Design can not be overemphasized. The exclusive use of the behavior modification token system outlined in Chapters III and IV will not provide the teacher with the tools necessary to implement an effective program. For that reason, it is important for professionals to incorporate all of the following procedures into the STARS Program Design: (A) Behavior Modification Techniques, (B) Behavioral Contracts, (C) Classroom Management Techniques, (D) Life-Space Interview, and (E) In-School Discipline Procedures.

A. Behavior Modification Techniques

The fundamental approach of the STARS Program Design is behavioral. The basic assumption is that most behavior is learned and that behavior can be strengthened or weakened depending upon its consequences.

When the methods of behavioral science and its experimental findings are systematically applied with the intent of altering behavior, the technique is called behavior modification.

Experimental psychology has shown the primary elements of the learning process to be:

[stimulus ⟶ response ⟵ consequence]

In its simplest terms, teaching is the controlled

process of presenting either or both the first and third elements of this sequence. To effectively teach behaviorally disordered students, the teacher must efficiently present the stimulus and administer the appropriate consequence contingent upon the student's response.

The following behavioral principles and procedures deal with increasing, maintaining, restricting, teaching, extending, and reducing behaviors.

1. Procedures for increasing and/or maintaining behavior:

   a. Positive reinforcement is the delivery of a positive reinforcer contingent upon a response. A positive reinforcer is defined as a stimulus which, when presented as the consequence of a response, results in an increase or maintenance of that response. Positive reinforcers are divided into three categories: primary, conditioned, and generalized.

      A primary reinforcer is a stimulus that has the effect of maintaining or perpetuating life -- food, warmth, water etc. Primary reinforcers can be extremely potent, especially when an individual has been deprived of those reinforcers for a long time. For some behaviorally disordered students behavior change

can be achieved most rapidly with primary reinforcers. However, it is desirable to plan ahead and program for development of more socially acceptable reinforcers such as smiles, praises or tokens.

Conditioned (or secondary) reinforcers are stimulus events that are initially neutral, but through numerous pairings with primary or previously conditioned reinforcers, assume reinforcing properties of their own. Conditioned reinforcers are developed as the individual interacts with his/her environment. Examples of conditioned reinforcers include:

- Verbal praise
- Tokens and/or check marks on a point sheet
- Nonverbal praise, such as physical contact from the teacher, physical proximity and facial expressions
- Teacher-directed peer reinforcement of a student, either verbal or nonverbal. An example would be the teacher's saying "Let's give Danny

a hand, " or " OK, everybody, let's give Sara a hug!"

- Graphing percentage of points earned on the class chart
- Participating in free time to work a puzzle etc.
- Permission to skip an assignment.
- Teaching another child
- Being an office messenger
- Displaying good work
- Using, getting, or operating A-V equipment
- Using the library or gym at unassigned time
- Becoming a group leader
- Becoming involved in a class activity such as making popcorn, participating in an art project, etc.
- Learning to sew, crochet, knit, etc.
- Using the radio with earphones
- Play materials such as T-shirts, books, records, balloons, small toys, pencils, pens, etc.
- Reward certificates
- Note from teacher
- Stars, decorative seals, or inkstamp

pictures on paper

Many of the conditioned reinforcers that have been discussed are frequently paired with a wide variety of primary and strong conditioned reinforcers. When reinforcers of this type develop the property of serving as reinforcers for a wide variety of behaviors, they are called generalized reinforcers. The procedure for developing generalized reinforcers is the same as that for developing conditioned reinforcers. The important point to remember when trying to generalize reinforcers is to structure the situation so that the stimulus is paired with other effective reinforcers under many circumstances.

The teacher may also use the preferred behaviors that a student exibits as a positive reinforcer. If a student enjoys playing checkers and the teacher wants the student to finish an assignment, the teacher can make access to playing checkers contingent upon completing the assignment. This is an illustration of the Premack Principle

(Premack, D., 1959), often referred to as "Grandma's Rule." An example of this rule would be, "Do what I want you to do, then you may do what you want to do." Simply stated, one behavior is reinforced by the opportunity to engage in another behavior.

b. Negative reinforcement is the removal of a negative reinforcer or aversive stimulus as a consequence of a response. A negative reinforcer may be defined as a stimulus that, when removed or reduced as a consequence of a response, results in the increase or maintenance of that response. To use negative reinforcement, an aversive stimulus must be present. Then it is possible to reinforce a behavior by removing the aversive stimulus contingent upon the emission of the behavior. Examples of negative reinforcement include closing a door to shut off a draft, turning down a loud radio to avoid getting a headache, taking off shoes if they hurt your feet, giving a student extra milk to stop his nagging, and a student running away to avoid going to the speech therapist. In

the last example the student who does not want to go to speech therapy is being negatively reinforced for running away (by not going to therapy) and will continue to do so as long as running away is allowed.

The negative side effects that can occur when using aversive stimuli include positively reinforcing undesirable behavior, escape and avoidance, and aggression. For those reasons, although negative reinforcement works, it should be reserved for situations where no other reasonable alternatives are available.

c. A discriminative stimulus (S^D) is a stimulus in the presence of which a given response will occur. A smiling teacher who says, "All right children, get your coats," is possibly providing a S^D for the students to get their coats. The students have learned in the past that the two stimuli, the smile and the statement, are paired with reinforcement, i.e., they are allowed to go out to physical education.

d. Modeling is defined as the presentation

of a behavioral model that helps to set the occassion for the emission of a previously learned behavior. Reinforcement factors, the characteristics of the model, and the combined use of modeling with other procedures all contribute to the effectiveness of this imitative procedure.

2. Procedures for teaching new behaviors:

   a. Prompting is a procedure whereby extra stimuli are presented following a discriminative stimulus to help the student emit a correct response. A prompt may be viewed as a hint, crutch, or cue which is used early in teaching to ensure the high frequency of a response and its resultant reinforcement. When using prompts, the teacher must be sure that the student is attending to the S^D and not to the prompt, as the primary cue. As the desired behavior is learned, the teacher should gradually fade the prompt until it is completely removed.

   b. Shaping is a procedure through which new behaviors are developed by reinforcing successive approximations toward the behavioral goal, or target behavior. It in-

volves beginning with a behavior as it exists and reinforcing slight changes in the behavior as it gradually approaches the desired target behavior. For example, a student has never colored within a shape, but the teacher wants to teach that skill. Sometimes the student has colored part of a shape on a page. If the teacher selectively reinforces the student when he approaches the shape on the page and gradually, selectively reinforces the student only when he colors in the shape, eventually the student will color only within the shape to gain reinforcement. Shaping, then, is a procedure which involves breaking a complex behavior into component parts and establishing them, bit by bit, into the final series of desired responses. It is the progression of a single behavior along a continuum.

c. Chaining is a procedure in which simple behaviors, previously established in the repertoire of the student, are combined into more complex behaviors. Most school-related behaviors consist of sequences, or chains, of behaviors. Examples include going to lunch, playing a complex game, and

eating.

The first step in establishing a chaining procedure is to identify the target behavior and break it down into its component parts. Once the components are identified the teacher has to be sure the student is capable of performing each link in the chain. If not, each component has to be taught, perhaps through a shaping procedure, before the chaining can be initiated.

For a school-related example of chaining, take the complex behavior of coming in to the room in the morning, sitting quietly at a desk, and beginning the morning orientation activity. If sitting has been consistently paired with teacher approval in the past, the assumption of such a posture will become a discriminative stimulus itself. Sitting quietly and beginning the morning activity will begin to reinforce the prior link in the chain, sitting down in one's desk. Each behavior in a chain has two functions. The first is to reinforce the response it follows and the second is to serve as a discriminative stimulus to occassion the response it precedes.

d. Fading is the gradual removal of discriminative stimuli, such as cues and prompts. When fading is accomplished, behavior becomes under the control of more natural or desirable reinforcers. The ultimate goal is to teach the student to be motivated and emit desired behavior spontaneously, rather than as a response to a prompt or a cue.

3. Procedures for maintaining behaviors:

a. Intermittent reinforcement is a schedule of reinforcement in which some, but not all, of the occurences of a response are reinforced. Once a desired behavior is displayed at an acceptable level, continuous reinforcement, i.e., reinforcing each occurence of the particular behavior, is no longer advantageous. One reason for moving away from continuous reinforcement is to avoid satiation, which is the reduction of reinforcer effectiveness. Intermittant reinforcement serves to reduce the likelihood that satiation will occur by requiring more work and providing fewer rewards. It will also tend to maintain behavior for longer periods of time

because the student will continue to emit the desired behavior in an attempt to gain the reinforcer. Intermittant reinforcement schedules also more closely reflect the natural environment. Therefore, once a behavior is established firmly, the teacher should gradually switch from a continuous to an intermittant schedule of reinforcement.

b. The specific schedules of reinforcement that are most relevant to classroom teaching and student performance are fixed and variable ratio and fixed and variable interval. A brief overview of each follows.

A ratio schedule is one in which reinforcement is made contingent upon the emission of a given number of responses. When the number of responses is fixed at one specific number, the schedule is called a fixed ratio. Fixed ratio schedules produce high rates of responding and fairly consistent performance while the schedule is in effect. Continued responding is observed under the early phases of extinction. Variable ratio schedules require an average number of re-

sponses before a single response is reinforced. Variable schedules tend to produce even higher rates of responding and even greater resistance to extinction because they are less predictable than fixed ratio schedules.

Interval schedules are dependent upon the passage of a specific time period, in contrast to a ratio schedule which is related to a specific number of responses. A fixed-interval schedule is related to a constant time requirement. Fixed interval schedules produce relatively low rates of responding, some resistance to extinction and inconsistent performance. Variable-interval schedules operate in a similar way, except that the time requirement is not held constant but is a specified average. These schedules are highly resistant to extinction and produce relatively stable but low rates of response. Interval schedules are useful in developing behaviors such as sitting and working independently, play skills, and for reinforcing behaviors which are incompatible with undesirable behaviors. For example, on the average of every fifteen minutes, a student

is reinforced for remaining on-task.

c. Token systems provide reinforcement for students in the form of a token (poker chip, star, smiley face, check mark, etc.) contingent upon the emittance of a correct response. The token is later exchanged for a previously established reinforcing activity or item. There are several advantages to the use of a token system: (a) tokens take on the property of a generalized reinforcer, (b) the problem of temporary satiation is avoided, (c) the token system allows large reinforcers to be broken down, letting the student accumulate tokens over a period of time, (d) the token system allows for immediate reinforcement because the tokens bridge the gap between a behavior and its ultimate reinforcers, and (e) the token system allows for flexibility in the delivery of rewards, either long term or short term depending upon the functional level of the student.

4. Procedures for eliminating undesirable behavior:

a. Extinction is a procedure in which behavior

that has been previously reinforced is no longer reinforced. The consistent nonreinforcement of a behavior tends to result in the eventual reduction of that behavior. Extinction, although a very gradual process, is particularly effective and long-lasting when combined with the simultaneous reinforcement of desirable behaviors. It is important to remember that when initiating an extinction program, the undesirable behavior will usually get worse, i.e., occur at a higher rate, before it gets better. Examples of extinction include ignoring a student's talking-out in order to reduce talking out, withholding privileges when students behave inappropriately, and turning your body away from a student who is out of his/her seat in an attempt to increase inseat behavior.

b. Satiation is defined as the behavioral reduction that occurs following the repeated presentation of a reinforcing object or event contingent upon the emission of the behavior. The satiation procedure involves the continued reinforcement of the response. When the emission rate of the behavior levels

off, and eventually stops, satiation has occurred. Satiation is most effective with responses that require some physical effort on the part of the student. Its' use should be reserved for behaviors that can be tolerated for some time and that are not very serious in nature. Examples of satiation include stopping eating when full, successively reinforcing a student's burping until the student tires of burping and stops, and successively reinforcing a a student who uses swear words in an attempt to eliminate or reduce the behavior. Satiation tends to be a temporary measure for reducing or eliminating a behavior and for that reason may be used less frequently in the classroom.

c. Differential reinforcement of other behaviors (DRO) is a procedure in which a reinforcer follows any response an individual makes, except for one particular response. Thus the individual receives scheduled reinforcement except when engaging in a particular specified behavior. DRO is an effective measure for reducing undesirable behaviors

in a positive manner provided that reinforcement is withheld following each emission of the undesirable behavior and that it is possible to provide frequent reinforcement for other behaviors. The disadvantage of the procedure is that all behaviors other than the one to be eliminated are equally reinforced under the DRO schedule.

d. Reinforcement of incompatible behaviors is a procedure that increases the occurrence of a behavior or behaviors that cannot occur at the same time as the undesirable behavior. This procedure can be used in coordination with many other procedures toward the aim of reducing undesirable behaviors. The reinforcement of incompatible behaviors ensures a reduction of unwanted behaviors because it gives the student positive behaviors with which to replace those not desired. If the desirable incompatible behavior is sufficiently strengthened and maintained, the results of this procedure can be long lasting.

e. Response cost refers to the withdrawl of specified amounts of reinforcers contingent

upon the occurrence of an undesirable behavior. Removal of a certain number of tokens or points, the imposition of a fine, lowering of a grade, or a cut in pay contingent upon a specific behavior are illustrations of response cost. In order to use response cost effectively, the student should be allowed to first accumulate a reserve of reinforcers. The reduction of this accumulated reserve should be kept to a minimum, the rules should be clearly stated to the student, and reinforcement of desirable behaviors should be combined with the response cost procedure when possible. Response cost tends to stimulate aggressive and escape behavior and for that reason should be used sparingly and/or as a temporary intervention strategy.

f. Timeout is a procedure in which a student's access to the sources of various forms of reinforcement are removed for a particular period of time contingent upon the emission of a specific behavioral response. Either the individual is contingently removed from the reinforcing environment or the reinforc-

ing environment is structured in such a way that it does not provide reinforcement to the individual.

For timeout to be an effective method of behavioral control the following are important: (a) Timeout must be an immediate and logical consequence for a specified inappropriate behavior. The student should be told in advance which behavior(s) may result in being placed in timeout. (b) The removal from the opportunity of obtaining reinforcement operates within the premise that the classroom has been reinforcing. (c) There must be a specific time limit set for each student placed in the timeout setting. (d) Finally, the use of timeout must be consistently applied when it has been determined as the appropriate consequence for a specific behavior.

A timeout area in the classroom may be arranged by placing a screen around a chair in the corner of the room, marking off a "quiet area" with tape, or by placing a chair in front of a blank wall in the classroom. Further applications of timeout in-

clude directing the entire class to ignore a disruptive student for a specified length of time and sending a student who is disruptive out of the room during a group activity. It should be noted that a time-out room is not used in the STARS program because the behavior problems being dealt with are of a moderate, not severe, nature.

The amount of time that the student should remain in the timeout area should be specified in advance. In general, this period should be short -- about two to five minutes. A timeout period of lengthy duration is not only unnecessary but risks habituation and decreased effectiveness. A student should not be removed from the timeout area until the maladaptive behavior is no longer being exhibited. When leaving the timeout area, the student may be offered counseling to explore appropriate alternative behavior. In addition, the teacher should assist the student in becoming reinvolved in the on-going class activity. By doing so, there will be an opportunity for the reinforcement of appropriate behavior.

Timeout, although effective, is a negative procedure in the respect that the student responds in an effort to avoid aversive stimuli rather than in an effort to achieve positive goals. In addition, if used in the absence of other procedures, timeout aims only at getting rid of behaviors; not teaching alternative behaviors. For these reasons it's use should be carefully planned and monitored.

g. Punishment is a procedure in which the presentation of a stimulus contingent upon a behavior reduces the rate with which the behavior is emitted. Punishment, like reinforcement, is defined entirely in terms of its effect upon behavior. Punishment can be said to have occurred only if the individual's rate of emitting the dependent behavior has been demonstratively reduced. It is a procedure that, if used properly, serves to reduce the occurrence of a specific behavior quickly and for an enduring time period.

In many ways the effects of response cost, timeout, and punishment are similiar. The

punishment procedure differs, however, because it includes the presentation of an aversive stimulus to reduce the rate of a behavior rather than the withdrawl of the reinforcing contingencies. Aversive stimuli, i.e., punishers, can be primary or secondary. Primary punishers are stimuli that are aversive in the absence of any prior learning. Examples include shock, extreme heat and cold, loud noises, and physical spanking. Secondary punishers are those that are developed through several pairings with primary punishers. Examples of secondary punishers are frowns, gestures, and words such as "no."

The effective use of punishment requires that the behavior to be reduced or eliminated be clearly specified. The initial administration of a punishing stimulus should be made with maximum intensity to insure a decrease in the behavior being punished.

There are disadvantages to the use of punishment in schools which can not be

overlooked. Primary aversive stimuli and other forms of severe punishment are generally inappropriate for the school setting except, perhaps, in cases where the child or other children are in physical danger. The use of punishment has the possible side effects of causing escape avoidance, generalization to behaviors other than those being punished, and once discontinued, the punished behavior runs the risk of increasing in frequency beyond the original level. Though the use of punishment can be an effective classroom management procedure, alternative procedures for reducing inappropriate student behaviors should always be considered.

B. Behavioral Contracts

In the STARS program behavioral contracts are used as an additional management tool to supplement the daily point card system and/or to provide less intensive structure to students who are mainstreamed for large portions of the day in general education classes (Refer to 2.1a).

Contracting is an effective method for behavioral change because it gives students some responsibility

for changing their own behavior. A contract is a two-way agreement between a student and a teacher in which each agrees to specific conditions. The student agrees to behave in a certain way and the teacher agrees to deliver specific support or rewards when the contract has been fulfilled. Contracts may be written on an individual or group basis and may be initiated by either the teacher or the student. Behavioral contracts can be an effective tool in controlling student behavior for several reasons: (a) terms are very specific, (b) the student is involved in the contrace development, and (c) the student is responsible for his/her actions and thus controls the consequences of those actions.

When writing a contract consider the following procedures:

1. Determine the primary area of concern, i.e., major problem behavior.
2. State in positive terms the corresponding appropriate behavior the student should work toward to counteract the behavior problem. Make sure that the goals are realistic to insure student success.
3. Determine the reward the student will work for.
4. Determine and state specifically the consequences

that will occur if the student does or does not maintain appropriate behavior.

5. Review the contract in a conference between the student and the teacher.
6. Determine the date the contract goes into effect and the date the contract will be evaluated, reviewed, or terminated. A contract may be set for a specific time period or may be indefinite with specific evaluation or review dates. In the event some of the terms need to be changed, these should be made with mutual consent.
7. All parties involved sign the contract.

If a contract fails to work consider the following:

1. Are the steps too large or too small?
2. Is the reinforcer really reinforcing?
3. Is the reinforcer available to the student outside the program?
4. Is reinforcement being given immediately? Consistently? Frequently?
5. Can the student verbalize the connection between the task and the reinforcer?
6. Is social reinforcement being used?
7. Has satiation occurred?

Continued reinforcement at a high rate may result in the reinforcer losing its reward value. It is

extremely important to vary the type of reinforcement used in order to achieve maximum effectiveness. Most often the error occurs in the other direction -- not enough positive reinforcement.

2.1a Sample Contract

Date _____

Student: I agree to _____

_____

_____.

Signed: _____

Teacher: _____ will earn the

following reward: _____

_____.

Signed: _____

C. Classroom Management Techniques

A concise discussion of management techniques for classroom behaviors is offered by Long and Newman (1971). These techniques fall into four major catagories: permitting, tolerating, interfering, and preventing. No one of these alternatives is better than any of the others, the task is to find the right combination.

The following is an overview of the four major alternatives:

Permitting behavior - Most rules in school are made to inhibit and regulate the impulsive behavior of children. During the day children are frequently told to slow down, stop, and control their behavior. If it is important for children to know what they cannot do, it is equally important for them to know what they can do. For example, children should be told that it is OK to run and shout on the playground, to be messy when they are fingerpainting, and that they may express their feelings without being ridiculed.

Tolerating behavior - Some classroom behaviors must be tolerated by the teacher. Examples include:

1. providing leeway when a child is learning a new concept and meets with temporary

frustration and;

2. understanding that some behaviors are directly correlated to developmental stages and, therefore, no amount of teacher disapproval or restructuring would change the behavior to the child's benefit.

Interfering with behavior - While the teacher is aware of and sensitive to the long-range goals of the child, the teacher still has to handle the spontaneous behavior that occurs in the classroom. Some behavior has to be stopped if learning is to take place. The task is to find ways of effectively interfering with inappropriate behavior so that it does not greatly disrupt the group.

The twelve specific interference techniques designed to help teachers maintain the surface behavior of children over some rough spots are as follows:

1. Planned ignoring: Sometimes it is wise for the teacher to ignore a student's behavior. The assumption is that many behaviors will decrease more quickly if they are ignored than if the teacher attempts to intervene.

2. Signal interference: Involves the use of some cue, non-verbal techniques such as

eye contact, hand gestures, facial frowns and body posture that communicate to the student that his behavior should stop.

3. Proximity control: The teacher, by placing himself/herself in close proximity to the misbehaving student, increases the likelihood that the student will control his/her impulses.

4. Interest boosting: If the student's interest in an activity is waning, it is sometimes helpful for the teacher to show genuine interest in the student or one of his/her personal interests. This often results in helping the student mobilize his/her efforts in an attempt to please the teacher.

5. Tension decontamination: A humorous comment by the teacher will help relieve a tense and anxiety-producing situation so everyone will feel more comfortable.

6. Hurdle lessons: Involves providing help to a student who is frustrated by a classroom assignment that he/she doesn't understand or that is too complicated. By doing so the teacher decreases the likelihood that the student will translate the frustration into nonattentive or disruptive motor behavior.

7. Restructuring the classroom program: Sometimes it is necessary for the teacher to deviate from a scheduled program when the class is not emotionally prepared for the planned activity.

8. Support from routine: A daily schedule or program will help some students to feel more secure, less anxious and, therefore, better able to focus their energies in learning acitivites.

9. Direct appeal to value areas: It is sometimes possible to appeal to the student's internalized values rather than to make an issue over some behavior in an attempt to prove that you are in control.

10. Removing seductive objectives: The teacher can often quietly remove objects which are holding the student's attention without interrupting the teaching process.

11. Antiseptic bouncing: When a student's behavior has reached the point that the teacher questions whether the student will respond to verbal controls, a short trip out of the room on an unimportant errand or to the drinking fountain will give the student an

opportunity to regain his/her self control. The intent is not to punish the child, but simply to provide an opportunity for the student to get over feelings of embarrassment, disappointment, or anger.

12. Physical restraint: If a child looses complete control and may potentially cause injury to himself or other, it may be necessary to use physical restraint. This communicates to the student that the teacher is willing to provide external control.

Preventive planning - The fourth alternative focuses on the teacher's ability to anticipate and/or assess problem areas in the daily classroom routine and develop logical alternative procedures for handling these problems. If a teacher always has problems during transitional periods or if there is consistent conflict in the hall or in the lunchroom, the disturbing behavior cannot be attributed solely to the students. It then becomes the teacher's responsibility to restructure the activity so that the probability of the occurrance of desired behavior is increased.

D. Life-Space Interview

Life-space interviewing is a technique aimed at

dealing with everyday problems that occur in the classroom setting. The main focus of the technique is to help the student achieve some degree of behavioral control. In an attempt to structure the situation so that the student can work out his/her own problems, the teacher's role is one of facilitator and listener. The technique is designed to provide immediate feedback and meaningful consequences to the student.

Redl and Wineman (1957) list two broad goals of the Life Space Interview: (1) clinical exploitation of life events, and (2) emotional first aid. The teacher may, at times, spend time with a student in an attempt to work through problems and establish long-range goals or may, on other occasions, help the student over momentary difficulties.

Attempts at exploitation of life events aimed at long-range goals may involve:

1. Giving a reality "rub-in" to students who habitually misinterpret interpersonal situations (for example, students who think the teacher is "against" them) or who fail to derive meaning from social situations.

2. Demonstrating that the maladaptive style of life really involves more secondary pains than gains.

3. Stimulating numb value areas by appealing to potential or dormant values of the child.

4. Convincing the child through word and action that there are other ways of behaving which are satisfying.

5. Expanding the child's socialization skills to include other adults and teachers or to permit acceptance of formerly unacceptable aspects of himself/herself.

Like the exploitation of life events, on the spot emotional first aid is accomplished through the process of empathetic communication between the student and the teacher. The following goals are illustrative:

1. To drain off hostilities of daily frustrations.

2. To provide emotional support when children are overwhelmed by feeling of panic or guilt.

3. To provide a relationship with the child so that he does not retreat to his own world.

4. To remind students of school policies and

procedures.

5. To serve as an umpire in disputes, fights, etc.

The following steps outline the procedure for conducting a Life Space Interview:

1. Get the geography of the situation. Be very specific.

   Examples: Where were you standing?
   Was he behind you or in front?
   What happened right before that?

2. Decide whether this is or is not an isolated incident.

   Examples: Has this ever happened before?
   Does it happen often?

3. Decide how to resolve the incident. Beware of unproductive traps.

   Examples: What can we do about this?
   How can you replace/pay for what is broken?
   Do you really think you can earn that much money?
   Do you think apologizing will make a difference in how he

feels about what happened?

4. Plan with the child an alternative behavior. Discuss consequences.

Examples: What could you do differently next time?

Is there something I could do to help you remember?

What if I gave you a secret signal when I saw you getting too excited?

E. In-school Discipline Procedure

In the event that a discipline procedure is needed for working with the behaviorally disordered population, it is suggested that the teacher work with the Principal and other school staff to develop an appropriate procedure for their setting. The following guidelines are offered:

1. Leaving school grounds without permission.
   a. Notify the Principal or his/her designee after 15 minutes.
   b. Notify the student's parents.
   c. Police may be notified.
   d. Student may be suspended. Parent conference may be held prior to student's re-entry.

e. If parent does not attend the conference, contact the visiting teacher.

2. Excessive verbal or physical harrassment.
   a. Present consequences.
   b. Use of Timeout, if applicable.
   c. Parent may be notified and conference held.
   d. Repeated offenses/probable suspension. (At Principal's discretion)
3. Stealing or damaging school property.
   a. Restitution will be made by the student in the form of monetary payment for damaged article. Detention and/or suspension at Principal's discretion.
4. Physically damaging self, student, or staff.
   a. Talk to and calm down.
   b. Use of Timeout, if applicable.
   c. Take to office.
   d. Notify Principal or designee.
   e. Parent may be notified and conference held.
5. Carrying a weapon, threatening with a weapon, and/or actual use of a weapon.
   a. Notify Principal or designee.
   b. Notify parents.
   c. The police may be called.
   d. Charges may be filed at juvenile court.

e. The student may be suspended until a conference can be held with student, parents, and staff. I.E.P. should be reviewed.

6. Possession of illegal drugs on school property.
   a. Notify Principal or designee.
7. Suspect use of illegal drugs.
   a. Notify Principal or designee.

2.2 AFFECTIVE EDUCATION

There is a broad base of support for the development of school programs that extend learning beyond basic skills and into facets of self-understanding and relationships with others (Fagan, Long, and Stephens, 1970). The concept that awareness of one's personal relevance is linked to how and what one learns is increasing. The understanding of one's emotions, attitudes, and interests and the application of this understanding to education has gained considerable support among professional educators, administrators, and teachers. It is essential then that education must involve a concern for students' attitudes, values, and feelings. The main thrust must be continually aimed toward helping students become aware of, and sensitive to, alternatives for their behavior as well as guiding them toward gaining insight in the areas of self-respect, decision making and taking responsibility for their actions. It is these qualities which can lead to the most essential characteristic of true learning -- the critical analysis of what is learned. Affective education, then, addresses itself to the unlimited potential within students as unique individuals. The emphasis in affective education is to help students toward self-understanding and self-growth.

The affective component within the STARS program addresses

the following goals:

The development of a clear sense of self in relation to the environment.

The development of a positive self concept.

The ability to recognize and accept feelings in self and others.

The ability to appropriately express feelings.

The ability to perceive and understand cause and effect relationships.

The ability to determine alternatives and choose appropriate responses.

The ability to understand and accept responsibility for one's behavior.

The ability to set realistic personal goals.

The development of effective coping skills.

The development of effective decision-making and problem-solving skills.

The ability to establish and maintain effective inter-personal relationships.

The ability to contribute to and gain satisfaction from the group process.

Although the STARS teacher stresses the importance of these goals during daily classroom activities, a consistently scheduled time is provided for group affective experiences within each school day. The group activity

is conducted by the STARS teacher utilizing a variety of affective educational materials that are available in the classroom. These may include, but are not limited to, kits, games, resource books, records, children's books, and films. For a complete listing of affective materials currently available, refer to the Behavior Disorders Resource Manual, Georgia Department of Education.

When preparing the daily group activity, the STARS teacher follows the curriculum of the kit appropriate to the student's level and supplements these basic concepts with related materials and activities. The affective educational activities provided in the STARS classroom are not intended to address or to resolve issues that are outside of the realm of the student's school related experiences. It is felt that issues other than these are best addressed by mental health professionals.

The following guidelines are offered to assist the STARS teacher in facilitating positive group experiences:

A. Provide an accepting atmosphere which is conducive to warmth and understanding.

B. Set rules for discussions which request that (a) everyone listens to person speaking, (b) everyone stays in his seat, (c) harmful

remarks are not allowed, and (d) different points of view are accepted.

C. Encourage each child to participate; however, students are never forced to express themselves.

D. Help children express their feelings, perhaps even serving as a role model.

E. Use active listening to clarify feelings and increase student's awareness.

F. Ask students to demonstrate their ability to listen by reflecting the feelings and content of what others have said.

G. Serve as a role model and to demonstrate appropriate behavioral choices.

H. Provide structure by determining a set beginning and ending to the activity.

I. Provide opportunities for reinforcement.

J. Summarize the discussion or experience, thus providing a closing to the activity.

By providing meaningful group experiences in the STARS classroom, the student in turn should begin to internalize concepts which are then reflected in improved behavioral performance and the meeting of IEP behavioral objectives.

As an additional support system to the STARS teacher, the Behavior Disorders Resource Specialist is available to

consult with teachers in the area of affective education and to provide direct service to students or classes as assigned and/or requested.

2.3 ACADEMIC CURRICULUM

Students enrolled in the STARS program receive instruction in the basic skill areas of reading, English, mathematics, writing, and spelling tailored to meet their individual level of achievement and learning style. Instruction in the basic skill areas is provided using general education textbooks that are selected, when possible, based upon the student's current grade placement. If the student is performing above or below grade level, the appropriate instructional level textbook is obtained. In addition to texts, each STARS teacher uses supplementary educational kits and activities for remediation and enrichment in the basic skill areas.

Units or activities in science, social studies, health, art, music, and physical education are also incorporated into the STARS curriculum to insure that a complete academic program is provided. To assist in the development of instructional units, the STARS program utilizes the curriculum guides which are provided through the Fulton County Elementary Instruction Department. The curriculum guides are available in the areas of health,

mathematics, social studies, science, language arts and reading. It is the responsibility of the STARS teacher to implement instructional programs as outlines in the curriculum guides.

In curriculum areas where concepts are presented in a spiral fashion (science, social studies, and health) the teacher can provide for individualization, while teaching the same unit to the entire group, by choosing appropriate activities for individual students.

In curriculum areas where skills are taught sequentially (mathematics, spelling, writing, and English) the STARS teacher utilizes a text that is appropriate to meet the student's level of academic functioning. For example, if a fourth grade student's spelling ability is on the second grade level, the teacher would instruct the student from a second grade spelling textbook.

To address reading instruction the STARS teacher uses the county's multiple basal reading text approach. To determine which texts the student has read and the student's current reading level, the teacher refers to the Fulton County Individual Instructional Reading Record. The STARS teacher is responsible for continuously updating the reading record according to the directions provided on the form.

The following options are available to the STARS teacher when implementing the reading program:

A. Utilize the basal series the student was previously in, if available in the current serving school.

B. Utilize the basal series which is provided in each classroom by the Behavior Disorders Program.

C. Utilize supplemental series and/or kits to further enrich and augment the basal series.

2.4 ACADEMIC PROGRAM COORDINATION AND GRADING

To determine both the grade placement and subject areas for which a student is to be mainstreamed, the STARS teacher refers to the student's current Individual Educational Plan. After determining this, the teacher meets with the Principal to plan the student's academic program, i.e., proposed general education teacher, proposed time schedule for mainstreaming, and grading responsibilities. Following this, the STARS teacher meets with the general education teachers to finalize the student's proposed mainstreaming schedule and to coordinate the academic curriculum.

To address grading, the STARS teacher keeps an ongoing record of student grades and completes Fulton County report cards on a quarterly basis. Although some students may not be using grade level texts, the STARS teacher

grades students according to their performance on their ability level. When a student is mainstreamed for particular academic or non-academic subjects, it is the general education teacher's responsibility to provide grades in those subject areas.

2.5 ACADEMIC PLANNING SHEET

An Academic Planning Sheet (Refer to 2.5a) is completed by the STARS teacher on each student for two major purposes: (a) to document responsibilities for each academic area to be taught, and (b) to define specific academic objectives for subjects taught by the STARS teacher. In addition, this sheet provides a tool with which student progress toward meeting objectives is monitored, updated, and documented. It also serves as a basis from which to make recommendations regarding subject areas in which students may be successful when mainstreamed.

The form is completed at the beginning of the year and updated during the quarter as changes in mainstreaming and/or academic achievement occur. At the end of each quarter the academic planning sheet is reviewed during the team meeting. Additional sheets, with new objectives, are completed on each student at this time.

The academic planning sheets are kept in the STARS notebook and are filed in the student's confidential file at the end of the year with the progress reports, graphs,

team meeting worksheets, and academic assessment forms.

The following example (Refer to 2.5b) provides the type of information that is required on the form.

SAMPLE ACADEMIC PLANNING SHEET

2.5a

STUDENT NAME: _____

DATE/QUARTER: _____

GRADE: _____

INSTRUCTIONAL LEVEL:

READING _____

MATH _____

SUBJECTS:	TAUGHT BY:	TEXT/SUPPLEMENTARY MATERIALS:	INSTRUCTIONAL OBJECTIVES:	DATE MET
READING			1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
LANGUAGE ARTS			1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
MATH			1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
SPELLING			1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
SCIENCE			1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
SOCIAL STUDIES			1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
HEALTH			1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
WRITING			1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
PHYSICAL EDUCATION			1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____

EXAMPLE ACADEMIC PLANNING SHEET

STUDENT NAME: Marty Smith

DATE/QUARTER: August/Fall

GRADE: Primary/2

INSTRUCTIONAL LEVEL:

READING 1.0

MATH 2.1

SUBJECTS:	TAUGHT BY:	TEXT/SUPPLEMENTARY MATERIALS:	INSTRUCTIONAL OBJECTIVES:	DATE MET:
READING	B.D.	Ginn 360 - Helicopters and Gingerbread and Workbook	1. learns 20 sight words at 2nd grade level 2. reads comfortably at 1.2 grade level 3. reads with comprehension at 1.2 grade level	1. ____ 2. ____ 3. ____
LANGUAGE ARTS	Levin		1. ____ 2. ____ 3. ____	1. ____ 2. ____ 3. ____
MATH	B.D.	Investigating School Mathematics Teacher made materials	1. reads number words to ten 2. adds three digits without renaming 3. subtracts three digits without renaming	1. ____ 2. ____ 3. ____
SPELLING	Levin		1. ____ 2. ____ 3. ____	1. ____ 2. ____ 3. ____
SCIENCE	Levin		1. ____ 2. ____ 3. ____	1. ____ 2. ____ 3. ____
SOCIAL STUDIES	Levin		1. ____ 2. ____ 3. ____	1. ____ 2. ____ 3. ____
HEALTH	B.D.	Teacher made unit - Nutrition	1. plans and prepares nutritious breakfast 2. makes posters showing good lunch manners 3. keeps diary of foods eaten	1. ____ 2. ____ 3. ____
WRITING	B.D.	Teacher made worksheets Palmer Workbook	1. improves formation of lower case letters 2. uses capitals for beginning sentences 3. uses periods after sentences	1. ____ 2. ____ 3. ____
PHYSICAL EDUCATION	Levin		1. ____ 2. ____ 3. ____	1. ____ 2. ____ 3. ____

2.6 ASSESSMENT

Academic assessment is an integral part of the program design in that it provides the teacher with the performance levels needed to develop educational goals and objectives. In addition, the test data is used to document academic progress over time.

Upon the student's initial enrollment in the program, the STARS teacher administers the appropriate Brigance Diagnostic Inventory. The Brigance is a diagnostic inventory that assesses an individual's functional and academic skill development. The test is criterion-referenced, easily administered without specialized training, and provides for continuous tracking of student progress through the use of record booklets. A key feature of the Brigance is that results can be utilized to devise an individualized instructional program.

Following initial enrollment in the program, the Brigance is standardly readministered at the beginning and the ending of the school year for the duration of the student's enrollment in the STARS program.

To determine the appropriate Brigance Inventory to administer, the following chart is provided:

TEST	GRADE/AGE LEVEL
INVENTORY OF EARLY DEVELOPMENT (Yellow)	Birth - developmental age of six years
INVENTORY OF BASIC SKILLS (blue)	First - sixth grade
INVENTORY OF ESSENTIAL SKILLS (red)	Secondary programs (seventh - twelfth grade)

In an effort to minimize confusion and maximize program consistency the STARS teacher administers the subtests of the various Brigance Inventories that are listed. In the event that a deficit is suspected in an area other than those tested, additional subtests are administered so that areas of weakness are identified and remediated.

The lists that follow indicate required subtests as well as those subtests that are appropriate for group administration (G) and those from which scores are recorded (*).

INVENTORY OF EARLY DEVELOPMENT

C. Fine Motor Skills

* C-4 Pre-Handwriting

C-6 Designs

C-7 Cutting with Scissors

F. Speech and Language Skills

F-3 Personal Data Response

* F-5 Verbal Directions

G. General Knowledge and Comprehension

* G-1B Body Parts - Expressively

* G-2 Colors

G-3 Design Concepts

* G-4 Time Concepts

* G-5 Quantitative Concepts

* G-6 Directional/Positional Concepts

G-7 Sorts

G-9 Classifying

H. Readiness

H-2 Visual Discrimination

* H-3 Recites Alphabet

H-4 Upper Case Letters

H-5 Lower Case Letters

I. Basic Reading Skills

I-8 Reads Color Words

I-9 Reads Number Words

* I-11 Reads Comfortably at What Grade Level?

J. Manuscript Writing

J-1 Prints Personal Data

J-2 Prints Upper Case Letters Sequentially

J-3 Prints Lower Case Letters Sequentially

J-4 Prints Upper Case Letters Dictated

J-5 Prints Lower Case Letters Dictated

K. Math

* K-2 Counts by Rote to:

* K-3 Reads Numerals to:

K-5 Ordinal Position

* K-6 Writes Numerals in Sequence to:

K-12 Time

INVENTORY OF BASIC SKILLS

I. Readiness

1 Color Recognition

7 Identification of Body Parts

8 Directional/Positional Skills

10 Verbal Fluency

11 Verbal Directions

13 Personal Data Response

15 Counting

16 Alphabet

17 Numerical Recognition

19 Recognition of Lower Case Letters

20 Recognition of Upper Case Letters

21 Writing Name

22 Numbers in Sequence

23 Lower Case Letters by Dictation

24 Upper Case Letters by Dictation

II. Reading

A. Word Recognition

* A-1 Word Recognition Grade Level Test

* A-2 Basic Sight Vocabulary

B. Reading

* B-1 Oral Reading Level

* B-2 Reading Comprehension Level

III. Language Arts

A. Handwriting

G A-1 Writing Cursive Letters - Lower Case

G A-2 Writing Cursive Letters - Upper Case

G A-3 Personal Data in Writing

B. Grammar Mechanics

G B-1 Capitilization

G B-2 Punctuation

C. Spelling

G * C-1 Spelling Dictation Grade Placement Test

IV. Math

A. Grade Level

G * A-1 Math Grade Level Test

B. Numbers

B-1 Rote Counting

B-2 Counting Objects

G B-4 Numerals in Sequential Order

B-6 Ordinal Numbers

	B-7	Recognition of Numerals
G	B-8	Dictation of Numerals
	B-9	Counting
	C.	Operations
	C-1	Addition Combinations
G	C-2	Addition of Whole Numbers
	C-3	Subtraction Combinations
G	C-4	Subtraction of Whole Numbers
	C-5	Multiplication Combinations
G	C-6	Multiplication of Whole Numbers
	C-7	Division Combinations
G	C-8	Division of Whole Numbers
G	C-9	Addition of Fractions
G	C-10	Subtraction of Fractions
G	C-11	Conversion of Fractions
G	C-12	Multiplication of Fractions
G	C-13	Division of Fractions
G	C-14	Addition of Decimals
G	C-15	Subtraction of Decimals
G	C-16	Multiplication of Decimals
G	C-17	Division of Decimals
	D.	Measurement
	D-1	Recognition of Money
	D-2	Value of Coins
	D-3	Relationships of Coins

D-4 Making Change

D-5-D-9 Telling Time

D-14 Days, Months, Seasons

D-15 Relationships of Calander Units

D-16 Use of Calander

D-17 Location of Special Events on Calander

D-18 Measurment with Ruler

D-19 Relationships of Linear Measurements Units

D-20 Conversion of Linear Measurement Units

D-21 Relationships of Liquid Measurement Units

D-23 Relationships of Weight Units

D-25 Thermometer

INVENTORY OF ESSENTIAL SKILLS

Note: Use Form A throughout testing

A. Word Recognition Grade Placement

* A-1 Word Recognition Grade Level

B. Oral Reading

* B-1 through B-5 Oral Reading Grade Level

C. Reading Comprehension

* C-1 through C-9 Reading Comprehension Grade Level

D. Functional Word Recognition

* D-1 Basic Sight Vocabulary

H. Writing

G H-2 Quality of Writing

G * H-3 Sentence Writing Level Placement

J. Spelling

G * J-1 Spelling Grade Placement

K. Math Grade Placement

G * K-1 Computational Skills Grade Placement

G * K-2 Comprehension Skills Grade Placement

N. Computation of Whole Numbers

G N-2 Addition of Whole Numbers

G N-3 Subtraction of Whole Numbers

G N-4 Multiplication of Whole Numbers

G N-5 Division of Whole Numbers

O. Fractions

G O-1 Computation of Fractions Survey

P. Decimals

G P-1 Computation of Decimals Survey

To insure test reliability and validity, test administration should be conducted in an adequately lit area that is free of distracting stimuli and during a time when the student is apt to demonstrate his/her best abilities. The teacher should record significant student behaviors during testing such as rate of response, excessive concern over responses, frequently changing answers, length of attention span, and persistency level on the assessment form.

If the STARS teacher determines during the course of test administration that the student's ability level is either above or below the tests intended level of usage, the teacher should discontinue administration of that test and resume testing with another level of the Brigance. In the event that a student is performing above the level tested in the Inventory of Essential Skills, the Peabody Individual Achievement Test is used.

In addition to the use of the Brigance, the teacher may elect to administer one or more of the following instruments to obtain additional information in either achievement or processing areas:

The Bohm Test of Basic Concepts
Peabody Individual Achievement Test
Woodcock Reading Mastery Test
Key Math Diagnostic Arithmetic Test
Test of Written Language
Test of Language Development
Developmental Test of Visual-Motor Integration
Illinois Test of Psycholinguistic Abilities (Beery)
Detroit Test of Learning Aptitude
Motor Free Visual Perception Test

Brigance Record Books are updated during the year and

filed at the end of the year in the student's confidential file. The Assessment form (Refer to 2.6a) is completed initially at the beginning of the year after administering the Brigance. It is kept during the year in the program notebook with the student's academic planning sheet. After recording post tests on the form at the end of the year, the assessment form is filed in the student's confidential file.

2.6a

SAMPLE ASSESSMENT FORM

		Pre-test date: _____	Post-test date: _____
BRIGANCE INVENTORY OF EARLY DEVELOPMENT		Developmental age Score:	Developmental age Score:
C-4	Pre-Handwriting	_____	_____
[illegible]-5	Verbal Directions	_____	_____
G-1B	Body Parts Expressively	_____	_____
[illegible]-2	Colors	_____	_____
G-4	Time Concepts	_____	_____
[illegible]-5	Quantitative Concepts	_____	_____
G-6	Directional/Positional Concepts	_____	_____
H-3	Recites Alphabet	/26	/26
I-11	Reads Comfortably At What Grade Level	_____	_____
K-2	Counts by Rote	_____	_____
K-3	Reads Numerals	_____	_____
K-6	Writes Numerals in Sequence	_____	_____
BRIGANCE INVENTORY OF BASIC SKILLS		Grade Level Score:	Grade Level Score:
II. A-1	Word Recognition	_____	_____
II. A-2	Basic Sight Vocabulary	/250	/250
II. B-1	Oral Reading	_____	_____
II. B-2	Reading Comprehension	_____	_____
III. C-1	Spelling Dictation	_____	_____
IV. A-1	Math Grade Level	_____	_____
BRIGANCE INVENTORY OF ESSENTIAL SKILLS		Grade Level Score:	Grade Level Score:
(A-1)	Word Recognition	_____	_____
(B-1)	Oral Reading	_____	_____
(C-1)	Reading Comprehension	_____	_____
(A-1)	Basic Sight Vocabulary	/400	/400
(H-3)	Sentence Writing	_____	_____
(E-1)	Spelling	_____	_____
(K-1)	Math Computational Skills	_____	_____
(K-2)	Math Comprehension	_____	_____

2.7 STARS IEP BEHAVIORAL OBJECTIVES

When the staffing committee meets to develop a student's Individual Educational Plan, both long term goals and short term instructional objectives are selected utilizing a set of preprinted goals and objectives (Refer to 2.7a). The STARS behavioral goals address major focus areas for behaviorally disordered students. Additional goals in the areas of behavior, academics, fine and gross motor, speech and language, career awareness, etc. are written at the time of the staffings, if applicable.

The three major focus areas addressed on the STARS preprinted long term goal and short term instructional objective sheets are:

A. Successful participation in class structure and routine

B. Improving socialization skills

C. Enhancing self-concept

The following description is provided to illustrate how goals and objectives can be selected based on the behavioral characteristics a student exibits:

"Poor self-concept, temper tantrums when frustrated, short attention span, makes frequent negative comments about self, difficulty following teacher directions, does not accept responsibility for behavior, prefers to play alone, has difficulty remaining in seat, does

not raise hand for help during academic work periods."

With this information the following goals and objectives would most likely be appropriate (numbers for short term instructional objectives correspond to the preprinted forms that are used):

I. To successfully participate in class structure and routine

3. Will remain in a designated area for a specified time period.

4. Will maintain physical and verbal control during activities, transitions, and leisure time.

6. Will seek adult assistance appropriatly on academic tasks.

7. Will remain on-task independently for 20 minutes.

II. To improve socialization skills

4. Will engage in cooperative play with peers.

7. Will accept responsibility for one's actions, attitudes, and decisions.

13. Will respect authority figures in all settings.

III. To enhance self-concept

4. Will verbally express feelings and expectations about self and others.

5. Will make positive statements about self.

[redacted] SCHOOLS
SERVICES FOR EXCEPTIONAL CHILDREN

Behavior Disorders

INDIVIDUAL EDUCATIONAL PLAN
SHORT TERM INSTRUCTIONAL OBJECTIVES

2.7a

Name _____ D.O.B. _____ IMPLEMENTER _____ DATE _____
LAST FIRST MIDDLE

Goal #	SHORT TERM INSTRUCTIONAL OBJECTIVES (referenced to long term goals)	CRITERIA FOR MASTERY	DATE REVIEWED	METHOD OF EVALUATION	MASTERY Yes	MASTERY In Prog
	TO SUCCESSFULLY PARTICIPATE IN CLASS STRUCTURE AND ROUTINE					
__	1. Will participate in required activities with minimal teacher intervention.	____%				
__	2. Will demonstrate knowledge of class routine by moving from one activity to the next independently.	____%				
__	3. Will remain in a designated area for a specified time period.	____%				
__	4. Will maintain physical and verbal control during activities, transitions, and leisure time.	____%				
__	5. Will follow both group and individual, written or oral directions independently.	____%				
__	6. Will seek adult assistance appropriately on academic tasks.	____%				
__	7. Will remain on-task independently for ____ minutes.	____%				
__	8. Will organize and correctly complete assigned tasks within the time allotted.	____%				
__	9. Will refrain from exhibiting inappropriate behavior when asked by an adult to correct errors on academic tasks.	____%				
__	10. Will be responsible for classroom materials and personal belongings.					
__	11. Will be responsible for carrying out home/school communication.	____%				
__	12. Will use non-classroom facilities appropriately, i.e., lunchroom, bathroom, etc.					
__	13. Will maintain successful participation in class structure and routine. (monitoring objective)	____%				

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FULTON COUNTY SCHOOLS
SERVICES FOR EXCEPTIONAL CHILDREN

Behavior Disorders

INDIVIDUAL EDUCATIONAL PLAN
SHORT TERM INSTRUCTIONAL OBJECTIVES

2.7a

Name _____ D.O.B. _____ IMPLEMENTER _____ DATE _____
LAST FIRST MIDDLE

Goal #	SHORT TERM INSTRUCTIONAL OBJECTIVES (referenced to long term goals)	CRITERIA FOR MASTERY	DATE REVIEWED	METHOD OF EVALUATION	MASTERY Yes	MASTERY In Prog.
	TO IMPROVE SOCIALIZATION SKILLS					
1.	Will initiate positive interactions with others.	____%				
2.	Will appropriately respond to positive interactions initiated by others.					
3.	Will engage in parallel play with peers.	____%				
4.	Will engage in cooperative play with peers.	____%				
5.	Will seek attention from others in an appropriate manner.	____%				
6.	Will respond to deliberate peer provocation with self-control by ignoring or requesting adult intervention.	____%				
7.	Will accept responsibility for one's actions, attitudes, and decisions.	____%				
8.	Will express an awareness of the effect one's behavior has on others.	____%				
9.	Will verbalize an understanding of the logical consequences of behavior.	____%				
10.	Will demonstrate an understanding of the logical consequences of behavior by making appropriate behavioral choices.	____%				
11.	Will conform to group decisions and participate despite personal disappointment or disagreement.	____%				
12.	Will respect others and their property.	____%				
13.	Will respect authority figures in all settings.	____%				
14.	Will maintain meaningful interpersonal and group relationships. (monitoring objective)	____%				

Behavior Disorders

INDIVIDUAL EDUCATIONAL PLAN
SHORT TERM INSTRUCTIONAL OBJECTIVES

2.7a

Name _____ D.O.B. _____ IMPLEMENTER _____ DATE _____
LAST FIRST MIDDLE

Goal #	SHORT TERM INSTRUCTIONAL OBJECTIVES (referenced to long term goals)	CRITERIA FOR MASTERY	DATE REVIEWED	METHOD OF EVALUATION	MASTERY Yes	MASTERY In Prog.
	TO ENHANCE SELF-CONCEPT					
1.	Will increase frustration tolerance.	____%				
2.	Will maintain eye contact.	____%				
3.	Will recognize and acknowledge feelings in self and others.	____%				
4.	Will verbally express feelings and expectations about self and others.	____%				
5.	Will make positive statements about self.	____%				
6.	Will praise or personally support others.	____%				
7.	Will decrease excessive verbal and/or physical dependency on others.	____%				
8.	Will accept criticism, failure, assistance, and praise appropriately.	____%				
9.	Will seek and/or accept adult help during a crisis.	____%				
10.	Will verbalize desire and plans for returning to the mainstream.	____%				
11.	Will consistently react to situations with appropriate emotional response. (monitoring objective)	____%				

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2.8 GRAPHING

One of the best ways to judge whether there has been any change in student behavior is to count, record, and graph behavior systematically. A graph provides a concise visual illustration that assists in determining the effectiveness of the behavior management system being used.

In the STARS program behaviors are counted and recorded utilizing STARS Cards (Refer to 3.2 and 4.2). Each STARS Card contains a set number of preselected objectives from the student's Individual Educational Plan. At the end of each day the percentage of appropriate behavior the student obtained is computed and recorded. The percentage is then graphed on an individual student graph (Refer to 2.8a).

An illustration of how to transfer data obtained from a STARS Card onto a preprinted graph is provided in an attempt to demonstrate how the graph paper is used (Refer to 2.8b). The objectives on the student's Example STARS Card are:

1. Working on assignment.
2. Following class rules.
3. Raise hand to ask for help.
4. Make positive statements about yourself.
5. Classroom Checklist.

In this example the daily percentages of appropriate behavior for one week are:

10/1 85%

10/2 92%

10/3 absent

10/4 70%

10/5 78%

The teacher or student graphs the percentage earned on 10/1 by first locating 10/1 on the horizontal axis, and then locating "85", on the vertical axis. A dot is placed at the point where these two lines intersect. This procedure is followed daily for the remaining days. The teacher, or student, indicates absences or unusual circumstances on the graph as they occur. At the end of each week the dots are connected with a straight line so that data can clearly be evaluated.

Preprinted graph paper is provided to allow for easy use and distribution, as well as program uniformity. When initially filling out the graph on each student the STARS teacher provides all pertinent data as well as the specific short term instructional objectives that constitute the daily percentage of appropriate behavior. In the event that short term objectives are changed during the course of the quarter, the teacher indicates this change on the graph in the appropriate section.

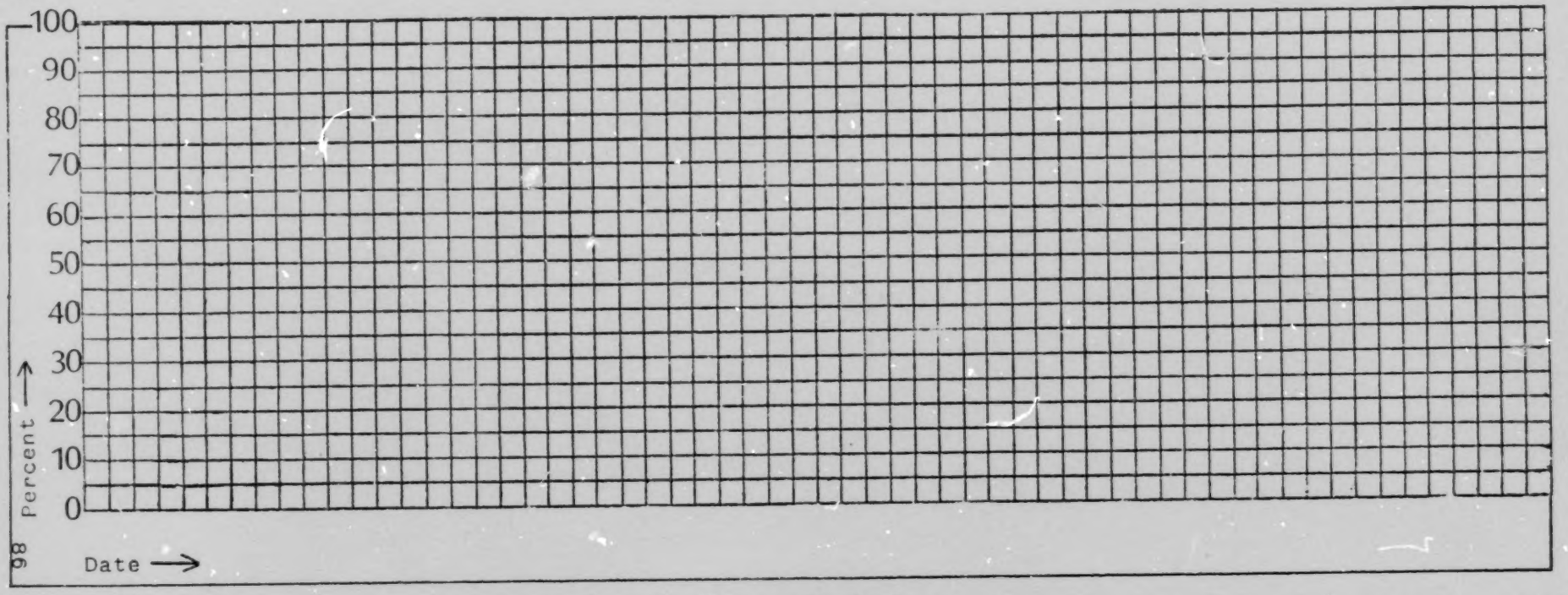
Graphs may be kept in a central file or, preferably, displayed in a visible location in the classroom. Teachers may engage students in the graphing of daily percentages as a means of further involving them in taking responsibility for their behavior.

Graphs are reviewed, along with academic planning sheets and IEP's, during team meetings at the end of the quarter. A copy of the graph is attached to the student's Progress Report and sent home at the same time as, and in addition to, report cards. At the end of each quarter the teacher files the graph with the Progress Report in the student's confidential file.

2.8a

STARS

INDIVIDUAL BEHAVORIAL GRAPH



The daily percent of appropriate behavior recorded is based on the following IEP objectives:

_____

_____

_____

_____

_____

_____

_____

_____

Student: _____

School: _____

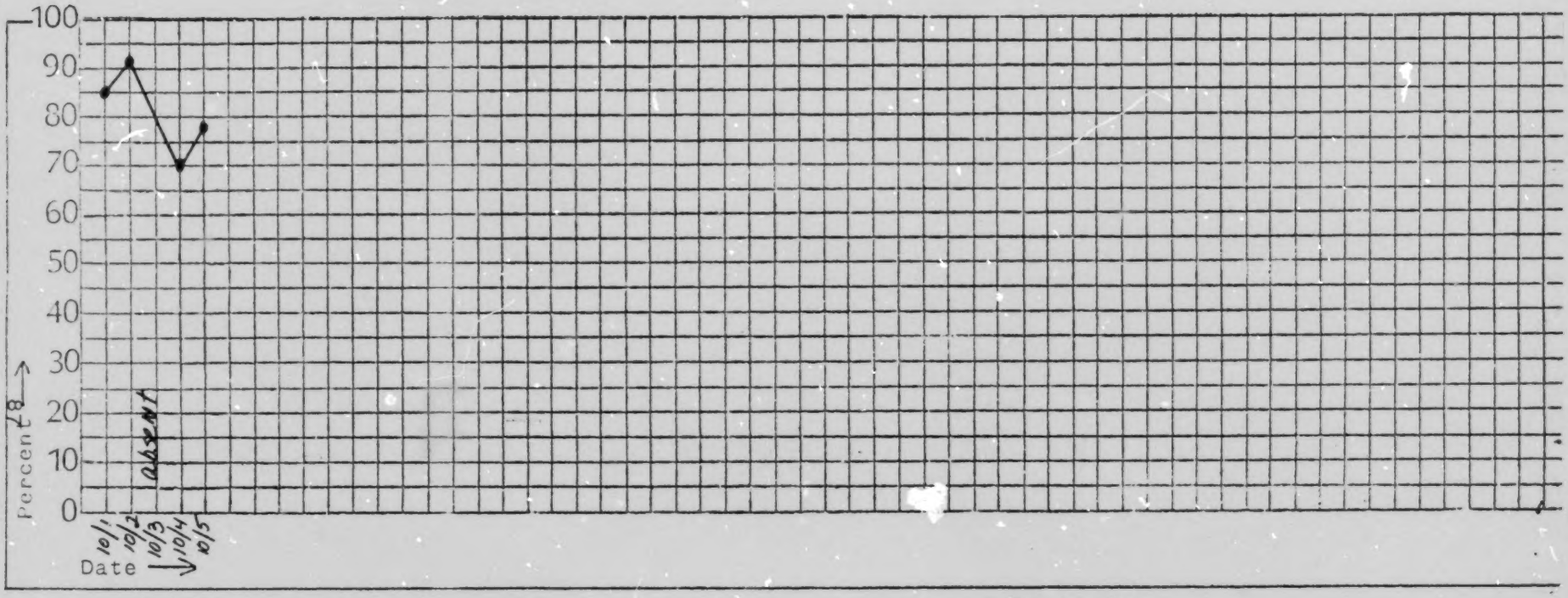
Teacher: _____

Date from _____ to _____

STARS

INDIVIDUAL BEHAVORIAL GRAPH

2.8b



The daily percent of appropriate behavior recorded is based on the following IEP objectives:

1. Working on assignment
2. Following class rules
3. Raising hand to ask for help
4. Making positive statements about himself
5. Classroom checklist

Student: Sam Star

School: Mt. Cloud

Teacher: Ms. Angel

Date from 10/1/82 to

2.9 CLASSROOM OBSERVATION

The Consultant and/or Area Resource Teacher observe, at least once a month, in each STARS classroom. The observation date usually coincides with the date of the team meeting. A schedule of observation/team meeting dates is sent to the STARS teacher at the beginning of each month. The purpose of the observation is to keep abreast with changes in student behavior, to provide input into program development at the time of the team meeting, and to provide support to the teacher.

When visiting in the classroom the observer completes, in anecdotal record form, an observation form which describes the events taking place in the classroom over a given period of time (Refer to 2.9a). The observer may elect to record events on a specific student rather than on the dynamics of the class as a whole if the teacher and/or observer feels that that information would be useful.

On the same observation form the Consultant and/or Area Resource Teacher provides the classroom teacher with commendations and recommendations which focus on the educational program provided to the class. Comments are reviewed with the teacher during the time of observation or at the team meeting.

The observation forms are kept in a notebook which is provided to each STARS teacher. The notebook provides for the central filing and storage of information and forms that are used during the course of the year. In addition to the observation forms the notebook contains team meeting forms and academic planning sheets.

TEACHER OBSERVATION FORM

NAME OF TEACHER _____ DATE _____

SCHOOL: _____ OBSERVER: _____ AMT. OF TIME: _____

OBSERVATION: _____

COMMENDATIONS/RECOMMENDATIONS: _____

2.10 TEAM MEETINGS

The monthly team meeting is designed to provide ongoing evaluation and monitoring of students' Individual Education Plans. Additional objectives of the team meeting include providing increased support to STARS teachers and enhancing communication between the Services for Exceptional Children Department and the STARS classroom. The team addresses coordination of services through the incorporation of related services personnel in the ongoing planning, implementation, and evaluation process. The team leader completes the Team Meeting Worksheet to summarize the information discussed (Refer to 2.10a).

The following are role descriptions of personnel involved in the team meeting:

Consultant or Area Resource Teacher:

1. Team Leader
   a. schedules meetings
   b. records information on team meeting worksheet
   c. insures each member fulfills responsibilities
2. Provides summary of information to team concerning new students.
3. Briefly updates team on any new information concerning students.
4. Observes class and provides feedback on classroom activities and student behavior.

5. Serves as Liasion with community agencies and Services for Exceptional Children Department.

STARS Teacher:

1. Invites appropriate related service personnel to team meeting.
2. Prepares agenda of priorities to be discussed.
3. Provides brief sketch of each student's progress.
4. Has graphs and academic planning sheets available for team to review.

Assistant:

1. Contributes information pertaining to the class or to a particular student.

When conducting team meetings the following format is recommended:

1. Review each student's performance, academically and behaviorally, both in the STARS classroom and regular classroom. Graphs and academic planning sheets should be utilized at this time as a basis from which to make recommendations and document progress. When completing the team meeting form, the team leader should document crisis situations, unusual incidents, progress with individual goals, and results of current assessment.
2. Discuss and/or review interventions for home and/or school.
3. Review the current family situation and, if appro-

priate, assign team members to follow through with needed phone calls, home visits, or scheduling of conferences.

4. Make notations regarding changes in medication, plans for mainstreaming, or nutritional information.
5. Spaces are provided at the bottom of the Team Meeting Worksheet to indicate if the team has reviewed the student's graph, IEP goals, and Academic Planning Sheet.

Team Meeting Worksheets are filed in the student's confidential file at the end of the year.

TEAM MEETING WORKSHEET

2.10a

NAME _____	DATE _____	DATE _____
1. STARS CLASSROOM PROGRESS		
2. REGULAR CLASSROOM OR OTHER PLACEMENT PROGRESS		
3. OTHER (MEDICATION STATUS, PARENTAL CONTACT, ONGOING INTERVENTIONS, ETC)		
4. RECOMMENDATIONS FOR FOLLOW-UP		
	Reviewed Graph ____ Reviewed IEP Goals ____ Reviewed Academic Planning Sheet ____	Reviewed Graph ____ Reviewed IEP Goals ____ Reviewed Academic Planning Sheet ____

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2.11 PUPIL PROGRESS REPORTS

The Pupil Progress Report (Refer to 2.11a) supplements the general education report card by providing information regarding the progress the student is making in the short term objective areas specified on the Individual Educational Plan. Progress reports are given to parents at the end of each quarter, along with graphs, to further document and communicate student progress.

To complete the progress report the teacher first specifies, with a check mark, only those objectives that correspond with those on the student's IEP. The next step involves indicating the progress level the student has achieved by marking two areas of performance for each objective. The areas of performance include "minimal progress" (MP), "good progress" (GP), "needs to continue" (NC), and "objective met" (OM).

"Minimal progress" would be checked if the student's averaged percentage of performance on a given objective for the quarter fell on or below fifty percent. The category "good progress" would be checked if the student's averaged percentage of performance on a given objective is above fifty percent. For example, the student who makes "minimal progress" (MP) would "need to continue" (NC). If the student made "good progress" (GP), the objective could be met, (OM), or need to be

continued, (NC). The latter would depend on the original percentage criterion stipulated for the objective on the student's IEP. Copies of the progress report are distributed as indicated on the form.

Example progress reports are provided to demonstrate how objectives are updated to reflect student progress toward mastering individual objectives. It is important to remember that once the student has mastered a particular objective it is no longer necessary to record the objective on the next quarter's progress report (See example 2.11b and 2.11c).

2.11a Sample Pupil Progress Report

STARS PUPIL PROGRESS REPORT
BEHAVIOR DISORDERS PROGRAM

Student _____ School _____ Home School _____

Birthdate _____ Teacher _____ Grade _____ Date _____

Your child has been working on the objectives that are checked below. These goals reflect the short term objectives on your child's Individual Educational Plan.

Explanation of Symbols
MP: Minimal Progress GP: Good Progress NC: Needs to Continue
OM: Objective Met

TO SUCCESSFULLY PARTICIPATE IN CLASS STRUCTURE AND ROUTINE	MP	GP	NC	OM
____1. Will participate in required activities with minimal teacher intervention.				
____2. Will demonstrate knowledge of class routine by moving from one activity to the next independently. (without frequent reminders)				
____3. Will remain in a designated area for a specified time period.				
____4. Will maintain physical and verbal control during activities, transition, and leisure time.				
____5. Will follow both group and individual, written or oral directions independently.				
____6. Will seek adult assistance appropriately on academic tasks.				
____7. Will remain on-task independently for _____ minutes.				
____8. Will organize and correctly complete assigned tasks within the time allotted.				
____9. Will refrain from exhibiting inappropriate behavior when asked by an adult to correct errors on academic tasks.				
___10. Will be responsible for classroom materials and personal belongings.				
___11. Will be responsible for carrying out home/school communication.				
___12. Will use non-classroom facilities appropriately, i.e., lunchroom, bathroom, etc.				
___13. Will maintain successful participation in class structure and routine. (Monitoring objective)				

TO IMPROVE SOCIALIZATION SKILLS	MP	GP	NC	OM
____1. Will initiate positive interactions with others.				
____2. Will appropriately respond to positive interactions initiated by others.				
____3. Will engage in parallel play with peers.				
____4. Will engage in cooperative play with peers.				
____5. Will seek attention from others in an appropriate manner.				
____6. Will respond to deliberate peer provocation with self-control by ignoring or requesting adult intervention.				
____7. Will accept responsibility for one's actions, attitudes, and decisions.				
____8. Will express an awareness of the effect one's behavior has on others.				
____9. Will verbalize an understanding of the logical consequences of behavior.				
___10. Will demonstrate an understanding of the logical consequences of behavior by making appropriate behavioral choices.				
___11. Will conform to group decisions and participate despite personal disappointment or disagreement.				
___12. Will respect others and their property.				
___13. Will respect authority figures in all settings.				
___14. Will maintain meaningful interpersonal and group relationships. (Monitoring Objective)				

TO ENHANCE SELF-CONCEPT	MP	GP	NC	OM
____1. Will increase frustration tolerance.				
____2. Will maintain eye contact.				
____3. Will recognize and acknowledge feelings in self and others.				
____4. Will verbally express feelings and expectations about self and others.				
____5. Will make positive statements about self.				
____6. Will praise or personally support others.				
____7. Will decrease excessive verbal and/or physical dependency on others.				
____8. Will accept criticism, failure, assistance, and praise appropriately.				
____9. Will seek and/or accept adult help during a crisis.				
___10. Will verbalize desire and plans for returning to the mainstream.				
___11. Will consistently react to situations with appropriate emotional response. (Monitoring Objective)				

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2.11b Example Pupil Progress Report

STARS PUPIL PROGRESS REPORT
BEHAVIOR DISORDERS PROGRAM

Student Abe Win School Beavers - Thomas Home School Utay Springs

Birthdate 3/12/67 Teacher Ms. Parks Grade 6 - Inter. Date 12/15/87

Your child has been working on the objectives that are checked below. These goals reflect the short term objectives on your child's Individual Educational Plan.

Explanation of Symbols
MP: Minimal Progress GP: Good Progress NC: Needs to Continue
OM: Objective Met

TO SUCCESSFULLY PARTICIPATE IN CLASS STRUCTURE AND ROUTINE	MP	GP	NC	OM
____1. Will participate in required activities with minimal teacher intervention.				
____2. Will demonstrate knowledge of class routine by moving from one activity to the next independently. (without frequent reminders)				
____3. Will remain in a designated area for a specified time period.				
✓ 4. Will maintain physical and verbal control during activities, transition, and leisure time.		✓	✓	
✓ 5. Will follow both group and individual, written or oral directions independently.		✓	✓	
✓ 6. Will seek adult assistance appropriately on academic tasks.	✓		✓	
✓ 7. Will remain on-task independently for 30 minutes.		✓	✓	
____8. Will organize and correctly complete assigned tasks within the time allotted.				
____9. Will refrain from exhibiting inappropriate behavior when asked by an adult to correct errors on academic tasks.				
____10. Will be responsible for classroom materials and personal belongings.				
____11. Will be responsible for carrying out home/school communication.				
____12. Will use non-classroom facilities appropriately, i.e., lunchroom, bathroom, etc.				
____13. Will maintain successful participation in class structure and routine. (Monitoring objective)				

TO IMPROVE SOCIALIZATION SKILLS	MP	GP	NC	OM
____1. Will initiate positive interactions with others.				
____2. Will appropriately respond to positive interactions initiated by others.				
____3. Will engage in parallel play with peers.				
____4. Will engage in cooperative play with peers.				
____5. Will seek attention from others in an appropriate manner.				
✓ 6. Will respond to deliberate peer provocation with self-control by ignoring or requesting adult intervention.		✓	✓	
✓ 7. Will accept responsibility for one's actions, attitudes, and decisions.	✓		✓	
____8. Will express an awareness of the effect one's behavior has on others.				
____9. Will verbalize an understanding of the logical consequences of behavior.				
✓ 10. Will demonstrate an understanding of the logical consequences of behavior by making appropriate behavioral choices.	✓		✓	
____11. Will conform to group decisions and participate despite personal disappointment or disagreement.				
____12. Will respect others and their property.				
____13. Will respect authority figures in all settings.				
____14. Will maintain meaningful interpersonal and group relationships. (Monitoring Objective)				

TO ENHANCE SELF-CONCEPT	MP	GP	NC	OM
____1. Will increase frustration tolerance.				
____2. Will maintain eye contact.				
✓ 3. Will recognize and acknowledge feelings in self and others.		✓	✓	
✓ 4. Will verbally express feelings and expectations about self and others.		✓	✓	
✓ 5. Will make positive statements about self.		✓	✓	
____6. Will praise or personally support others.				
____7. Will decrease excessive verbal and/or physical dependency on others.				
✓ 8. Will accept criticism, failure, assistance, and praise appropriately.	✓		✓	
____9. Will seek and/or accept adult help during a crisis.				
____10. Will verbalize desire and plans for returning to the mainstream.				
____11. Will consistently react to situations with appropriate emotional responses. (Monitoring Objective)				

2.11c Example Pupil Progress Report

STARS PUPIL PROGRESS REPORT
BEHAVIOR DISORDERS PROGRAM

Student Abe Win School Beavers-Thomas Home School Utay Springs
Birthdate 3/12/67 Teacher Ms. Parks Grade 6 - Inter. Date 3-15-81

Your child has been working on the objectives that are checked below. These goals reflect the short term objectives on your child's Individual Educational Plan.

Explanation of Symbols
MP: Minimal Progress GP: Good Progress NC: Needs to Continue
OM: Objective Met

TO SUCCESSFULLY PARTICIPATE IN CLASS STRUCTURE AND ROUTINE	MP	GP	NC	OM
___1. Will participate in required activities with minimal teacher intervention.				
___2. Will demonstrate knowledge of class routine by moving from one activity to the next independently. (without frequent reminders)				
___3. Will remain in a designated area for a specified time period.				✓
✓ 4. Will maintain physical and verbal control during activities, transition, and leisure time.		✓		✓
✓ 5. Will follow both group and individual, written or oral directions independently.		✓		✓
✓ 6. Will seek adult assistance appropriately on academic tasks.		✓	✓	
✓ 7. Will remain on-task independently for 35 minutes.		✓	✓	
___8. Will organize and correctly complete assigned tasks within the time allotted.				
___9. Will refrain from exhibiting inappropriate behavior when asked by an adult to correct errors on academic tasks.				
___10. Will be responsible for classroom materials and personal belongings.				
___11. Will be responsible for carrying out home/school communication.				
___12. Will use non-classroom facilities appropriately, i.e., lunchroom, bathroom, etc.				
___13. Will maintain successful participation in class structure and routine. (Monitoring objective)				

TO IMPROVE SOCIALIZATION SKILLS	MP	GP	NC	OM
___1. Will initiate positive interactions with others.				
___2. Will appropriately respond to positive interactions initiated by others.				
___3. Will engage in parallel play with peers.				
___4. Will engage in cooperative play with peers.				
___5. Will seek attention from others in an appropriate manner.				
✓ 6. Will respond to deliberate peer provocation with self-control by ignoring or requesting adult intervention.		✓	✓	
✓ 7. Will accept responsibility for one's actions, attitudes, and decisions.	✓		✓	
___8. Will express an awareness of the effect one's behavior has on others.				
___9. Will verbalize an understanding of the logical consequences of behavior.				
✓ 10. Will demonstrate an understanding of the logical consequences of behavior by making appropriate behavioral choices.		✓	✓	
___11. Will conform to group decisions and participate despite personal disappointment or disagreement.				
___12. Will respect others and their property.				
___13. Will respect authority figures in all settings.				
___14. Will maintain meaningful interpersonal and group relationships. (Monitoring Objective)				

TO ENHANCE SELF-CONCEPT	MP	GP	NC	OM
___1. Will increase frustration tolerance.				
___2. Will maintain eye contact.				
✓ 3. Will recognize and acknowledge feelings in self and others.		✓		✓
✓ 4. Will verbally express feelings and expectations about self and others.		✓		✓
✓ 5. Will make positive statements about self.		✓	✓	
___6. Will praise or personally support others.				
___7. Will decrease excessive verbal and/or physical dependency on others.				
✓ 8. Will accept criticism, failure, assistance, and praise appropriately.	✓		✓	
___9. Will seek and/or accept adult help during a crisis.				
___10. Will verbalize desire and plans for returning to the mainstream.				
___11. Will consistently react to situations with appropriate emotional response. (Monitoring Objective)				

2.12 MAINSTREAMING AND TERMINATION

A. Mainstreaming

Mainstreaming is the process by which a student is gradually reintegrated into the general education program. The goal of mainstreaming is to provide the most appropriate education for all students within the least restrictive environment in order to meet their educational needs.

The Council for Exceptional Children (1975) defined mainstreaming in terms of some basic themes relative to what it is and what it is not:

Mainstreaming Is:

--- Providing the most appropriate education for each child in the least restrictive setting.

--- Looking at the educational needs of children instead of clinical or diagnostic labels such as mentally handicapped, learning disabled, physically handicapped, hearing impaired, or gifted.

--- Looking for and creating alternatives that will help general educators serve children with learning or adjustment problems in the regular setting. Some approaches being used to help achieve this are consulting teachers, methods and materials specialists, itinerant teachers, and resource

room teachers.

--- Uniting the skills of general education and special education so that all children may have an equal educational opportunity.

Mainstreaming Is Not:

--- Wholesale return of all exceptional children in special classes to regular classes.

--- Permitting children with special needs to remain in regular classrooms without the support services that they need.

--- Ignoring the needs of some children for a more specialized program that can be provided in the general education program.

The STARS teacher initiates the procedure for mainstreaming a particular student by scheduling a team meeting. The team, which includes the school principal and other professionals involved in the student's program, considers the appropriateness for mainstreaming. During the team meeting the following items are discussed:

1. The extent to which long term goals and short term objectives have been met.
2. The extent to which the student has verbalized his/her desire to return to a general education classroom.

3. The extent to which the student demonstrates appropriate behavior during less structured activities such as lunch, P.E., bathroom breaks, and field trips.

If the team decides that the student is eligible to be initially mainstreamed, they then determine the appropriate subject area(s) and length of time for which the student will be mainstreamed.

The STARS teacher then arranges a conference with the general education teacher to coordinate the mainstreaming schedule. Simultaneously, a conference is held with the parents to discuss the proposed change and the IEP is amended following due process procedures.

During the meeting with the general education teacher discussion focuses on coordinating the student's educational program, as well as specifying behavioral objectives the student will work on while in the general education classroom setting. These behaviors are recorded on a Classroom Checklist which is carried daily by the student to the general education classroom. When the student is mainstreamed in the general education program, he/she initially uses the Classroom Checklist in con-

junction with the STARS Card (Refer to Chapter III and IV). The STARS teacher and general classroom teacher set up a percentage criterion which the student must maintain in order to remain in the general education classroom for the length of time initially specified. If the student falls below the set criterion, time in the regular classroom is decreased.

Alternately, if the student maintains the set percentage criterion using the Classroom Checklist he/she would be eligible for consideration for earning additional time in the general education classroom.

As the student moves toward spending increased lengths of time in the general education classroom, the use of the STARS Card in the STARS room is discontinued, along with any form of special reinforcement. The STARS teacher, however, continues to be responsible for calculating the daily percentage from the Classroom Checklist with the student and recording it on a chart or graph. The ultimate goal at this point is to work toward removing the support provided by the Classroom Checklist and replacing its function with individual meetings between the student and general education teacher. This form of monitor-

ing is preferred over the use of a checklist because it allows for the student to fit in the general education program more appropriately.

B. Monitoring and Final Dismissal

The decision to terminate a student's placement in the STARS classroom is dependent on the following factors:

1. The progress the student has demonstrated as indicated by anecdotal records, graphs, progress reports, parent reports, and other agency reports.
2. Satisfactory completion of contracts with the school and/or home.
3. Meeting long and short term IEP goals and objectives.
4. Satisfactory levels of acceptable behavior as measured by the Classroom Checklist and/or teacher documentation.

When the staff involved in the student's program feels that the student is ready to be terminated from STARS, a staffing is scheduled following due process procedures. Persons to attend the staffing should include the parents, classroom teacher(s), school Principal, Principal of the home school, Behavior Disorders Consultant or Area Resource Teacher, and other agencies that have been involved in the student's program.

The student's IEP is reviewed and a new IEP is written placing the student on monitoring status for one year following termination from STARS. After one year of successful termination the student is placed on final dismissal status.

2.13 IN-SERVICE TRAINING

In-service sessions are designed to introduce new and effective educational approaches, reinforce previously mastered concepts, and stimulate divergent thinking by introducing material on current trends in the area of behavior disorders. Teacher input into the selection of topics and speakers is obtained to assist in the planning of the in-service sessions.

Teacher attendance is required at the monthly in-service meetings, assistant attendance is not required but encouraged. All sessions are open to interested school personnel and parents. Immediately following each in-service session an evaluation form is completed by each person present.

2.14 TEACHER ASSESSMENT

A teacher assessment instrument designed to provide meaningful feedback in the following areas is completed twice a year:

Classroom Organization

Professional Responsibilities

Classroom Management

Diagnostic Prescriptive Skills

Teaching Skills

In preparation for the first assessment in December, the teacher is asked to complete the assessment form independently. The Consultant and teacher meet to review the evaluation, discussing strangths and delineating areas in which improvement is needed.

The second assessment is completed by the Consultant in the spring and reviewed with both the teacher and Principal.

The Principal is encouraged to participate in all levels of the assessment process with the Consultant.

2.14a

TEACHER ASSESSMENT FORM
STARS
BEHAVIOR DISORDERS PROGRAM

Name: _____ Date _____

School: _____ Evaluator _____

CLASSROOM ORGANIZATION	Weak	Satis-factory	Strong	COMMENTS
1. Teacher arranges classroom using different activity centers				
2. Teacher organizes materials for efficient use by learners				
3. Teacher displays class rules				
4. Teacher displays daily schedule and student schedule				
5. Teacher provides a learning enviornment that is attractive and orderly				
6. Teacher provides individual work folders and student assignment sheets				
7. Teacher displays the various parts of the management system being used.				

PROFESSIONAL RESPONSIBILITIES	Weak	Satis-factory	Strong	COMMENTS
1. Teacher is efficient and punctual with reports and information requested by Consultant				
2. Teacher attends scheduled inservice meetings				
3. Teacher clearly and appropriately delineates the aides responsibilities				
4. Teacher professionally conducts conferences with Principals, SEC staff, parents, classroom teachers, and any other agency involved with student				
5. Teacher completes progress reports with accuracy and relevency				
CLASSROOM MANAGEMENT				
1. Teacher provides opportunity for success and reinforces positive learning				
2. Teacher makes expectations about behavior clear to pupils				
3. Teacher uses various management techniques effectively to maintain appropriate behavior and/or teach new behavior				

CLASSROOM MANAGEMENT (cont.)	Weak	Satis-factory	Strong	COMMENTS
4. Teacher demonstrates enthusiasm for teaching and learning				
5. Teacher demonstrates a sensity toward student needs				
6. Teacher develops and implements a planned curriculum for affective development				
7. Teacher utilizes various methods to manage crisis situations with students				
8. Teacher uses a variety of preventive procedures to increase the probability of the occurrence of approved group social behavior and decresae the probability of the occurrence of disapproved group social behavior				
DIAGNOSTIC PRESCRIPTIVE SKILLS				
1. Teacher completes required testing in a proficient manner				
2. Teacher completes and updates testing form and graphs				
3. Teacher is able to use test data and graphs to formulate appropriate goals and plan an individualized program				

TEACHING SKILLS	Weak	Satis-factory	Strong	COMMENTS
1. Teacher gives evidence of being well organized and prepared in the teaching setting, whether large group, small group, or individual				
2. Teacher exhibits knowledge of subject matter taught				
3. Teacher provides instructional materials compatible with the student's learning style and rate				
4. Teacher plans instruction to meet IEP objectives				
5. Teaching utilizes individualization and grouping appropriately				
6. Teacher effectively coordinates the academic program for mainstreamed students				
7. Teacher displays student work in the classroom				
8. Teacher assigns appropriate independent student activities				

TEACHING SKILLS (Cont.)	Weak	Satis-factory	Strong	COMMENTS
9. Teacher demonstrates the ability to create and modify materials				
10. Teacher structures time so as to provide support through routine				

CHAPTER III
PRIMARY LEVEL PROGRAM DESIGN

"Grownups never understand
anything by themselves, and it is
tiresome for children to be
always and forever explaining
things to them."

Antoine de Saint Exupéry
The Little Prince

3.0 INTRODUCTION

The components of the primary level STARS Program Design are incorporated into a highly structured behavioral approach which utilizes each student's short term IEP objectives.

The sections in this chapter provide detailed information that will assist teachers in preparing for the implementation of the STARS Program Design. The hands-on examples included in this chapter have been used successfully with primary level students in various STARS classrooms. The pages may be reproduced for teacher use by simply blocking out the portions of the example where there is a typewritten explanation. It is important to note that the information in Chapter II regarding affective development, academic coordination, and techniques for behavior change is also an integral part of the primary level STARS Program Design. If the concepts outlined in the previous chapter are not incorporated into STARS, the mechanics of setting up the classroom using only the charts, graphs, and point cards will not provide a sound foundation for an effective program.

3.1 CLASSROOM ORGANIZATION

An important part of the STARS classroom is the arrangement of the environment. The teacher can control many variables.

by structuring the physical arrangement of the classroom and by doing so create a supportive framework for enhancing student performance (Refer to 3.1a).

A. A student work area is arranged by placing students' desks in short rows or in a semi-circle facing the blackboard. In this area the student is physically oriented toward work activities and educational instruction.

   When arranging the work area the teacher should consider the following:

   1. Is the work area free from visual and auditory stimuli?
   2. Does the arrangement of the work area assist the student toward developing organizational skills? (i.e., by providing a place for students to turn in completed assignments within the work area, the possibility of students moving to other areas of the room is decreased.)
   3. Have individual study carrels been incorporated into the work area so that students utilizing them will not view them as a punishment?
   4. Are texts, supplementary materials, and supplies readily accessible for use by the student?

B. Learning centers are unique areas of the room which provide self-directing learning experiences for in-

dividuals and/or groups. Centers should be located in a place in the classroom that will allow students in the work area to remain undistracted by messy or noisy activities. Various types of room dividers can be divised to help partition off areas of the room.

When developing learning centers, each activity should include:

1. the task
2. specific information
3. something to do with the facts
4. an evaluative exercise
5. when appropriate, a creative idea for the reinvention and the application of the concept learned

Learning center activities, on various achievement levels, may cover a range of subject areas including art, science, math, language arts, fine motor, and leisure time activities. Sufficient instructions are provided so that students can function effectively in the centers with a minimum of teacher supervision.

The content of a learning center provides the student with the opportunity to:

- make choices
- follow directions
- organize thoughts and materials

- learn a new skill
- reinforce a familiar set of information
- practice a skill
- test hypothesis
- apply some knowledge
- analyze ideas, feelings, situations, cause and effect
- synthesize concepts to organize new thoughts
- evaluate ideas, actions, and situations

Students should be scheduled to complete several learning centers daily in conjunction with basic paper and pencil academic tasks. To move students from the work area to learning centers, the teacher can color code the learning centers to match the students' daily Assignment Sheets. For example, a student's assignment sheet may indicate that he/she is to go to the yellow center, a fine motor activity, after completing his/her math assignment. Following completion of the fine motor activity, the student's assignment sheet may indicate that he/she is to go to the orange center, a listening activity.

C. Areas in the room should be organized for activities such as group affective development, gross motor activities, language development, story time, or any other activity involving group participation.

When beginning to establish these special areas in the classroom, the teacher should assess the rooms' strengths and weaknesses as they relate to size, floor space, furnishings, windows, walls, and bulletin board space.

D. The teacher organizes a personal work area where reports, forms, records, correspondence, professional books, and other materials are easily within reach. The teacher's work area, which should be located near the students' work area, is arranged to allow the teacher an unobstructed view of the entire classroom.

   If there is an aide in the classroom, a desk is placed in a position close to the students' work area, perhaps behind the students' desks facing the front of the room.

E. The following program components are an integral part of the STARS Program Design. For that reason, special attention should be given to their location and accessibility within the classroom.

   1. The STARS Cards are located in a folder attached to the students' desks or on a bulletin board in a folder labeled with the students' names. If the cards are kept on the bulletin board, the students are responsible for taking their cards to their desks at the beginning of the

day. Children who have difficulty with organizational skills may find it helpful if the teacher places their STARS Card in a folder that is attached to their desk.

2. The Classroom Percentage Chart is posted in a clearly visable place in the classroom, perhaps in the group affective area.
3. Classroom Checklists, which are used for students who are mainstreamed, are housed in a place near the entrance to the room or outside the classroom door in a special folder. The purpose for keeping them near the door or outside the room is to decrease the amount of traffic that is created when: (a) students who forget their checklists enter the room to get them, or when (b) students who don't attend the STARS room first thing in the morning need them to start the day.
4. A space is selected where students' individual work folders are kept. Daily academic assignment sheets (Refer to 3.1b, 3.1c, and 3.1d) are attached to the students' work folders. On the sheet, the assignments for the day are listed along with instructions for individual learning centers. Daily assignments are based

on individual academic objectives as well as course content requirements.

5. A classroom rule chart is posted in a position visible to the students from where they are sitting during group, free activity time, and academic instruction. More than one chart may be posted if needed. Rules should be stated positively, consisely, and should be limited in number. Examples of class rules are:
   1. Respect others and their property
   2. Quietly raise your hand
   3. Take care of yourself
   4. Ask permission to leave the room
   5. Follow directions on first request
6. A Student Schedule is posted in the room indicating the name and time each student is in the STARS classroom. A copy of the schedule should be given to the Principal and the classroom teachers involved in the student's program.

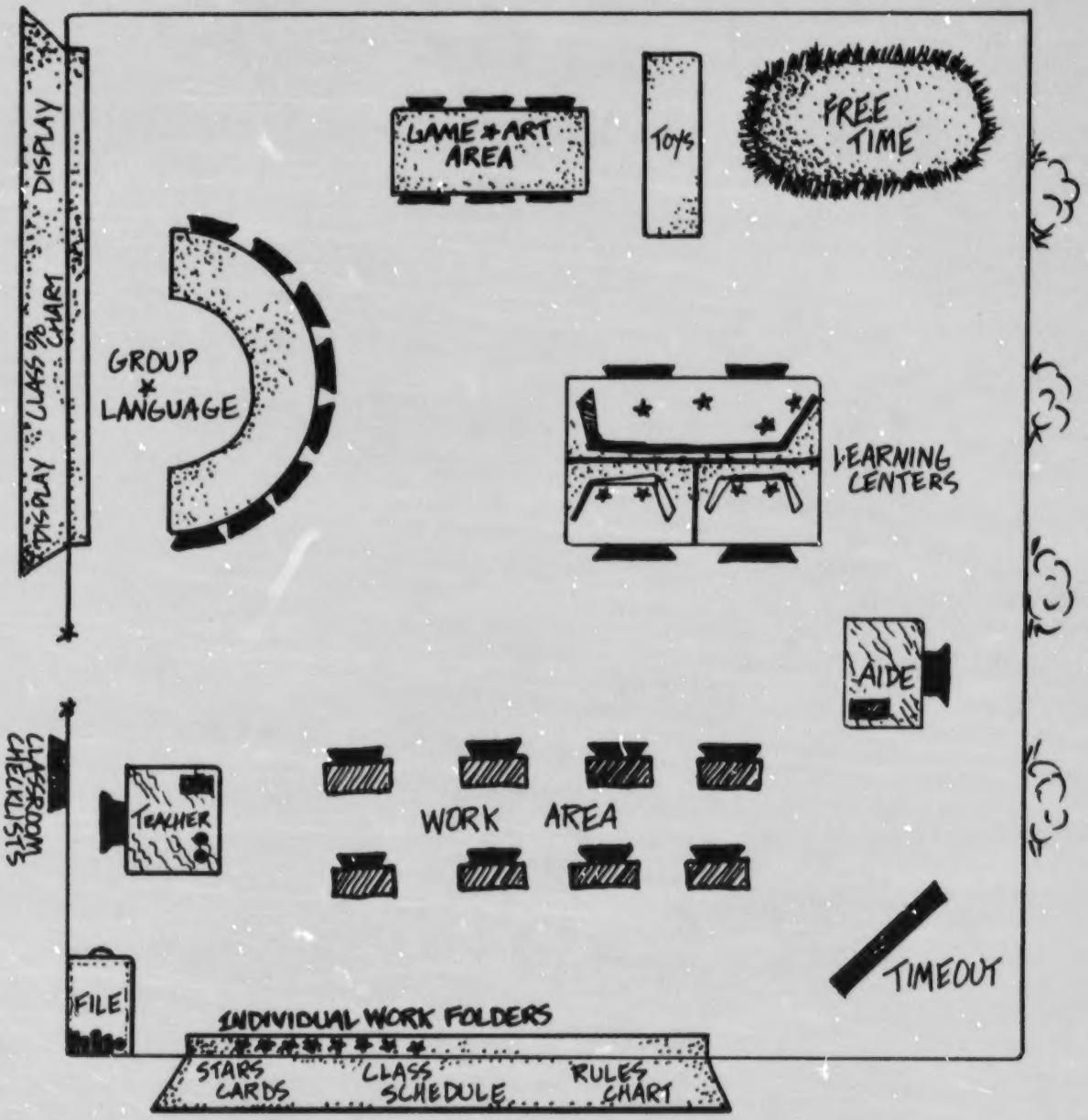
   To make a Student Schedule, the teacher lists the students' names horizontally across the top of the chart. The time intervals, in 30 - 60 minute periods, are listed vertically down the side of the chart. The teacher labels the time blocks indicating when the student is mainstreamed into the general education program, or when receiv-

ing related services. In the example provided, Terry has speech from 8:30 - 9:00 and lunch/P.E. from 12:00 - 1:00 with the general education program (Refer to 3.1e).

7. A Daily Activity Schedule (Refer to 3.1F) is posted in the classroom which sequentially lists, by time, the academic and non-academic activities the class will be involved in for the day. The schedule gives students additional structure and support by providing a visual reminder of changes in routine.

   When scheduling activities, the teacher should take into consideration each student's mainstreaming schedule as well as the number of students in the STARS class at various time periods during the day. The most successful schedules are based on the concept of short periods of academics followed by group activities such as language development, science experiments, or affective development. The group can later return to academic activities, again followed by a variety of reinforcing activities.

3.1a Example Classroom Floorplan



3.1b Example Student Assignment Sheet

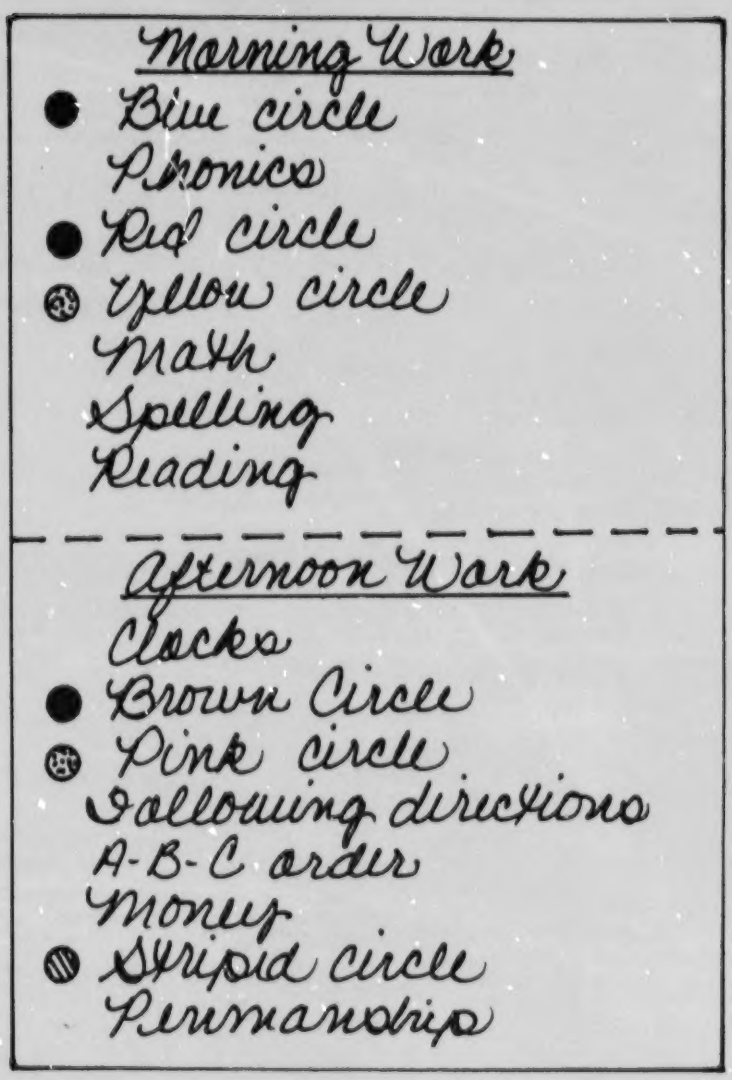
Morning Work

- Red circle
- Dubnoff
- Dot-to-Dot
- Math
- Pink Circle
- Coloring
- Draw a picture

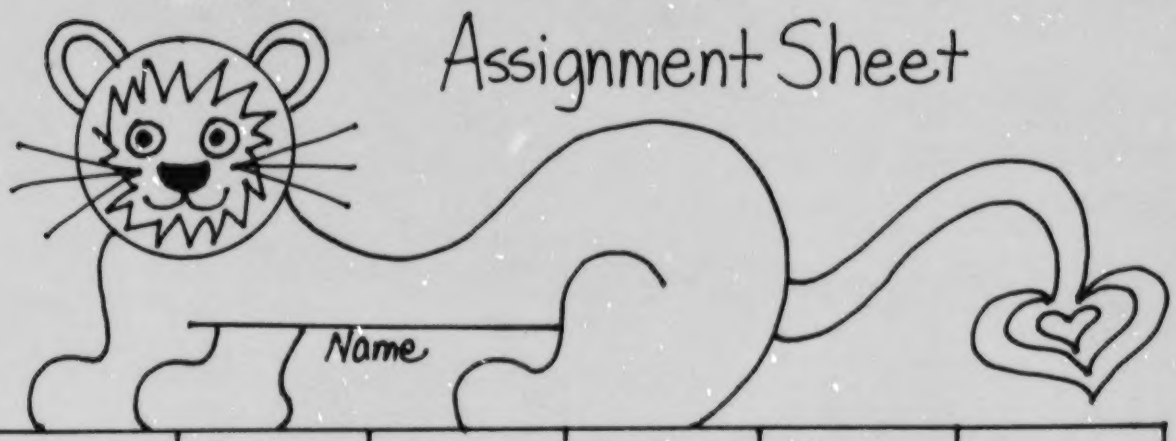
Afternoon Work

- Purple circle
- Phonics
- Puzzle
- Phonics
- Blue circle
- Reading
- Striped circle

3.1c Example Student Assignment Sheet



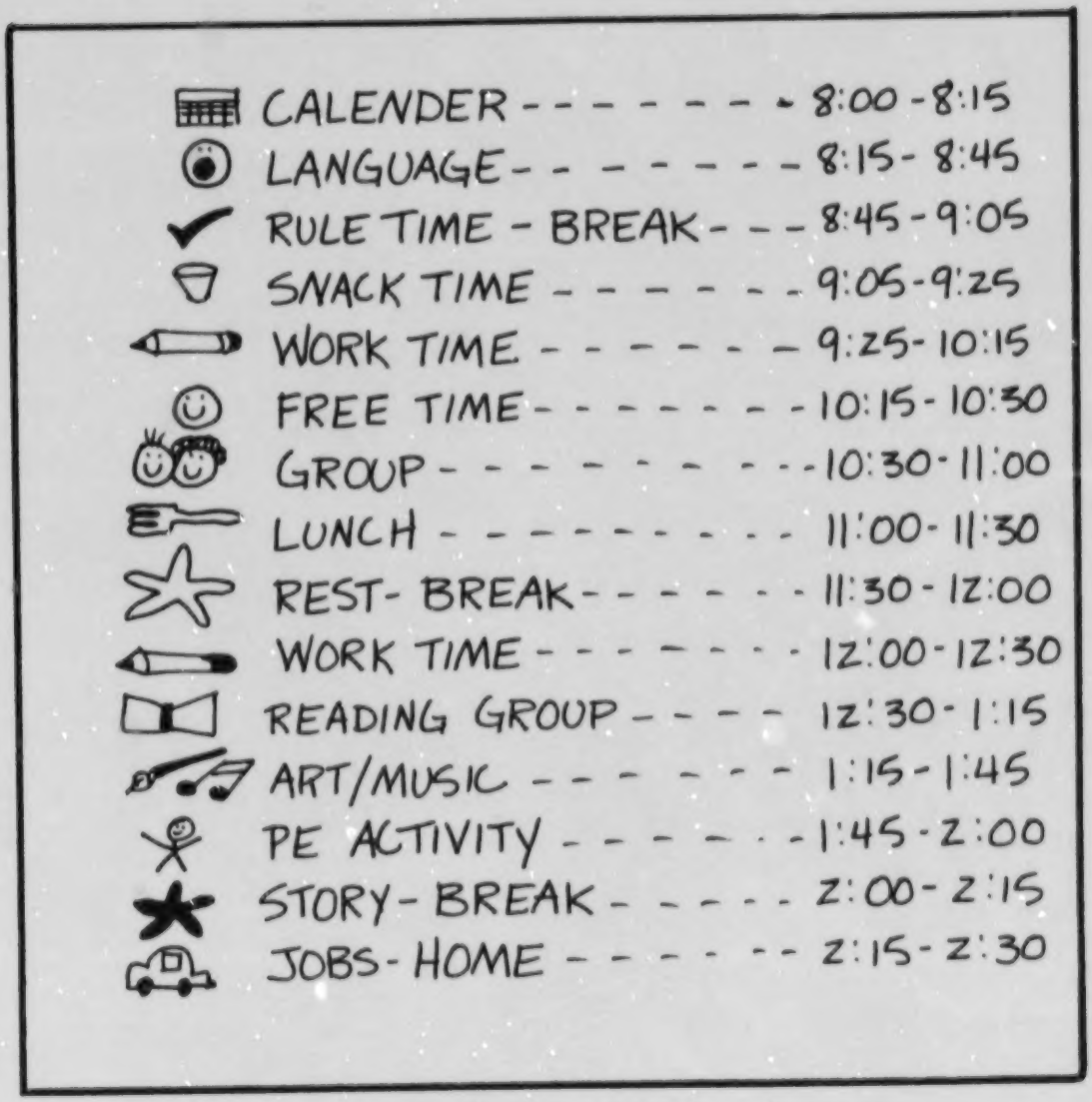
3.1d Example Student Assignment Sheet



Subject	Monday	Tuesday	Wednesday	Thursday	Friday

This Student Assignment Sheet is used on a weekly basis with students who have strong organizational skills. As the student completes each subject the teacher can indicate this by placing a check or star in the appropriate space.

	TERRY	SALLY	JOHN	MARY	ALICE	JIM	STUART	ANN
8:00-8:30								
8:30-9:00	SPEECH					SECOND		
9:00-9:30						GRADE		
9:30-10:00			THIRD					
10:00-10:30			GRADE					
10:30-11:00					SPEECH			
11:00-11:30								FIRST
11:30-12:00								GRADE
12:00-12:30	P.E.							
12:30-1:00	LUNCH							
1:00-1:30								
1:30-2:00								


CALENDER - - - - - - - - 8:00 - 8:15
LANGUAGE - - - - - - - - 8:15 - 8:45
RULE TIME - BREAK - - - 8:45 - 9:05
SNACK TIME - - - - - - - 9:05 - 9:25
WORK TIME - - - - - - - 9:25 - 10:15
FREE TIME - - - - - - - - 10:15 - 10:30
GROUP - - - - - - - - - - 10:30 - 11:00
LUNCH - - - - - - - - - - 11:00 - 11:30
REST - BREAK - - - - - - - 11:30 - 12:00
WORK TIME - - - - - - - - 12:00 - 12:30
READING GROUP - - - - 12:30 - 1:15
ART/MUSIC - - - - - - - - 1:15 - 1:45
PE ACTIVITY - - - - - - - 1:45 - 2:00
STORY - BREAK - - - - - 2:00 - 2:15
JOBS - HOME - - - - - - - 2:15 - 2:30

3.2 STARS CARD

The STARS Card is a combined record of the student's daily performance in the STARS classroom and the general education program.

A. Each student has a STARS Card (Refer to 3.2a) which specifies the individual short term objectives the student is working on. The objectives chosen correlate with the short term objectives on the student's Individual Educational Plan. When working with students who are reading on a low level, the teacher may want to use pictoral symbols for objectives rather than words (Refer to 3.2b).

B. STARS Cards may be kept in either an individual folder that is labeled with the student's name and located on the bulletin board or in another accessible place in the room, or kept in a folder that is attached to the side of the student's desk. Some teachers have found it easiest to attach the STARS Cards to clip boards that hang from the side of the student's desk.

C. The STARS Card is divided into sections by both horizontal and vertical lines. The teacher labels the horizontal spaces of the card by indicating either the activity periods that correspond to the daily schedule of activities or by 30 minute time intervals. In the vertical spaces the teacher

indicates the short-term instructional objectives the student is working on in the area of behavior. One point, check, star, etc. can be earned by the student at the end of each interval for each of the following objectives: "Working on Assignment," "Following Class Rules," and two individual short-term instructional objectives from the student's Individual Educational Plan.

D. When giving points the teacher and/or aide briefly go over each objective with the student, perhaps asking the student if he/she met the objective during that time or activity period. It is important that the student is aware of the objectives for which he/she has received points. If a student has not met the objective during the interval, the teacher and/or aide place a O in the space provided. By giving points on a fixed schedule students are provided with the opportunity for consistent reinforcement.

It is also important for the teacher and/or aide to consistently use the same criteria for recording points for each student. For example, between 8:30 and 9:00 the student talked out twice. The teacher placed a check mark for that time period on his/her point card by the objective "refraining from talking

out." During the next thirty minutes the student again talked out several times. This time the teacher placed a zero on the point card. As a result, one of several things could happen:

1. The teacher may be placed in a position to defend inconsistent performance on her part.
2. The child may receive mixed messages concerning what is expected in terms of the criteria to earn a point for a given objective.
3. Other students in the class may model either of the above behaviors.

A subjective, consistent, and matter-of-fact method of giving points will result in the effective utilization of this component of the STARS Program Design.

E. The time blocks on the STARS Card are shaded to indicate when the student is attending general education classes. The shaded STARS Card serves as a visual aid to assist in the student's independent movement between classes. In addition, by shading the card, it becomes both easier to read and to record points on (Refer to 3.2c).

3.2a Sample STARS Card

Name _____ Date _____

															Totals
1. Working on assignment															
2. Following class rules															
3.															
4.															
5. Classroom checklist															

Points earned _____

Points available _____

Daily percentage _____

Name _____

Date _____

	8:30	9:00	9:30	10:00	10:30	Math	Lunch	P.E.	Lang.	12:00	12:30	1:00	Music	Group	Art	Totals

Points Earned _____

Points Available _____

Daily Percentage _____

Total

3.2c Example Prepared STARS Card

Name Gene Date Sept. 10

	8:30	9:00	9:30	10:00	10:30	SPEECH	11:00	11:30	12:00	LUNCH	ART	P.E.	3:00	3:30	Totals
1. Working on assignment															
2. Following class rules															
3. Talking softly															
4. Being a friend															
5. Classroom checklist															

Points earned _____

Points available 56

Daily percentage _____

3.3 CLASSROOM CHECKLIST

The Classroom Checklist is a record of the student's performance in classes outside of the STARS classroom. It serves as an important tool in facilitating communication between the STARS teacher and the general education teacher(s) as well as providing a tool for the generalization of behaviors.

A. When a student attends a general education classroom for part of the day, he/she uses a Classroom Checklist. The student can earn points for "Completing Assignments" and "Following Class Rules."

B. The STARS teacher is responsible for explaining the checklist to the student's general education teacher(s) prior to its use.

C. The checklist may be stapled in a folder with the student's name on it or kept in the student's notebook, pocket, etc.

D. The general education teacher(s) indicates the student's daily performance by writing either yes or no in the space provided.

E. There are two Classroom Checklists that can be used by the student. The first is intended for use by students who are mainstreamed into only one general education class (Refer to 3.3a). The second is intended for use by students who are mainstreamed into more than one general

education class (Refer to 3.3b).

When using the latter form the STARS teacher prepares the Classroom Checklist by filling in the names of the teacher and/or subject areas the student will be mainstreamed for in the spaces on the far left side of the form. The checklist is designed to be used for up to four subjects and/or teachers.

F. Each student is held responsible for having the Classroom Checklist signed daily by the general education teacher(s). If the student does not have the Classroom Checklist signed, it is recommended in most cases that the student earn no points for that time period. Teacher discretion should be used with those students who may need a modification in this general procedure.

G. The STARS teacher may give the student a new checklist if he/she loses the one he/she previously had during the course of the day. However, no points are earned for the time period prior to losing the checklist.

H. The student returns the Classroom Checklist to the STARS classroom daily so that the total number of points earned can be recorded on the student's STARS Card.

3.3a Sample Classroom Checklist

Name_____ Teacher_____

Week of: _____

	Mon.	Tues.	Wed.	Thurs.	Fri.
1. Completed assignment					
2. Followed class rules					
Comments:					

3.3b Sample Classroom Checklist

Name_____ Week of_____

	Mon.		Tues.		Wed.		Thurs.		Fri.	
1.										
2.										
3.										
4.										
Comments:	work	rules	work	rules	work	rules	work	rules	work	rules

3.4 COMPUTATION OF DAILY PERCENTAGE

At the end of the day, if a student is not mainstreamed into the general education program, the teacher and/or aide total the number of points earned and record the sum on the STARS Card.

When the student is mainstreamed for specific class periods, the teacher and/or aide count the number of "yes" marks earned for each objective on the Classroom Checklist. The sum is recorded in the space labeled Classroom Checklist (#5) on the student's STARS Card. A total of four points is available during each time or activity interval in the general education classroom; two points for "Following Class Rules" and two points for "Completing Assignment." A total of four points for each time or activity interval is used because the student would have had the opportunity to earn four points if he/she had remained in the STARS classroom.

For example: If a student is mainstreamed from 9:00 to 10:00 (two time intervals), he/she has the opportunity to earn eight points in the regular classroom. Assuming the student earns all "yes's" for the objectives, the STARS teacher would record four points in the 9:30 time slot and four points in the 10:00 time slot beside Classroom Checklist (#5) on the STARS Card

(Refer to 3.4a and 3.4b).

At the end of the day, the STARS Card is computed by adding the number of possible points and the number of earned points and then recording the totals in the spaces provided.

To obtain a percentage of appropriate behavior, the number of points earned is divided by the number of points possible. Teachers and students may want to use a percentage calculator (Refer to 3.4c) instead of hand computing the percentages each day. For example, the student referred to in Example 3.4b earned 42 points out of a possible 56 points. By referring to the percentage calculator the teacher, aide, or student can quickly determine that 75 percent is earned for the day. To provide additional reinforcement to unmotivated students the teacher may want to teach students to use a calculator to compute their daily percentages. Regardless of the method used, it is important that the teacher encourage students to take an active part in totaling points and computing percentages.

Name Gene Teacher Mrs. Greene
Week of: Sept. 10

	Mon.	Tues.	Wed.	Thurs.	Fri.
1. Completed assignment	ups				
2. Followed class rules	ups				
Comments:					

3.4b Example Coordination of Checklists

Name Gene Date Sept. 10

	8:30	9:00	9:30	10:00	10:30	SPEECH	11:00	11:30	12:00	LUNCH	ART	P.E.	3:00	2:30	Totals
1. Working on assignment	0	0			✓	✓	0	✓	✓	0	0	✓	✓	✓	8
2. Following class rules	✓	✓			0	✓	✓	✓	✓	0	0	✓	✓	✓	9
3. Talking softly	✓	0			0	✓	✓	✓	0	✓	✓	0	✓	✓	8
4. Being a friend	0	✓			✓	✓	✓	✓	✓	✓	✓	0	0	✓	9
5. Classroom checklist			4	4											8

Points earned 42

Points available 56

Daily percentage 75

POINTS	POINTS	POINTS
56 = 100%	37 = 66%	18 = 32%
55 = 98%	36 = 64%	17 = 30%
54 = 96%	35 = 62%	16 = 28%
53 = 94%	34 = 60%	15 = 26%
52 = 92%	33 = 58%	14 = 25%
51 = 91%	32 = 57%	13 = 23%
50 = 89%	31 = 55%	12 = 21%
49 = 87%	30 = 53%	11 = 19%
48 = 85%	29 = 51%	10 = 17%
47 = 83%	28 = 50%	9 = 16%
46 = 82%	27 = 48%	8 = 14%
45 = 80%	26 = 46%	7 = 12%
44 = 78%	25 = 44%	6 = 10%
43 = 76%	24 = 42%	5 = 8%
42 = 75%	23 = 41%	4 = 7%
41 = 73%	22 = 39%	3 = 5%
40 = 71%	21 = 37%	2 = 3%
39 = 69%	20 = 35%	1 = 1%
38 = 67%	19 = 33%	0 = 0%

3.5 CLASSROOM PERCENTAGE CHART

The Classrrom Percentage Chart provides a record of each student's daily percentage in addition to the use of the preprinted Individual Behavioral Graph (Refer to 2.8). As a culminating activity at the end of the day, the teacher directs the students to record their percentage on the chart. By doing so, students have an opportunity to review their progress and receive feedback from both the teacher and other students.

The teacher can utilize a variety of percentage charts throughout the school year to provide continued student motivation toward meeting behavioral objectives. The following are examples of various methods the teacher may use to tailor the Classroom Percentage Chart to meet the interest level of different students. It should be noted that students' percentages can be recorded on a group chart or on individual charts.

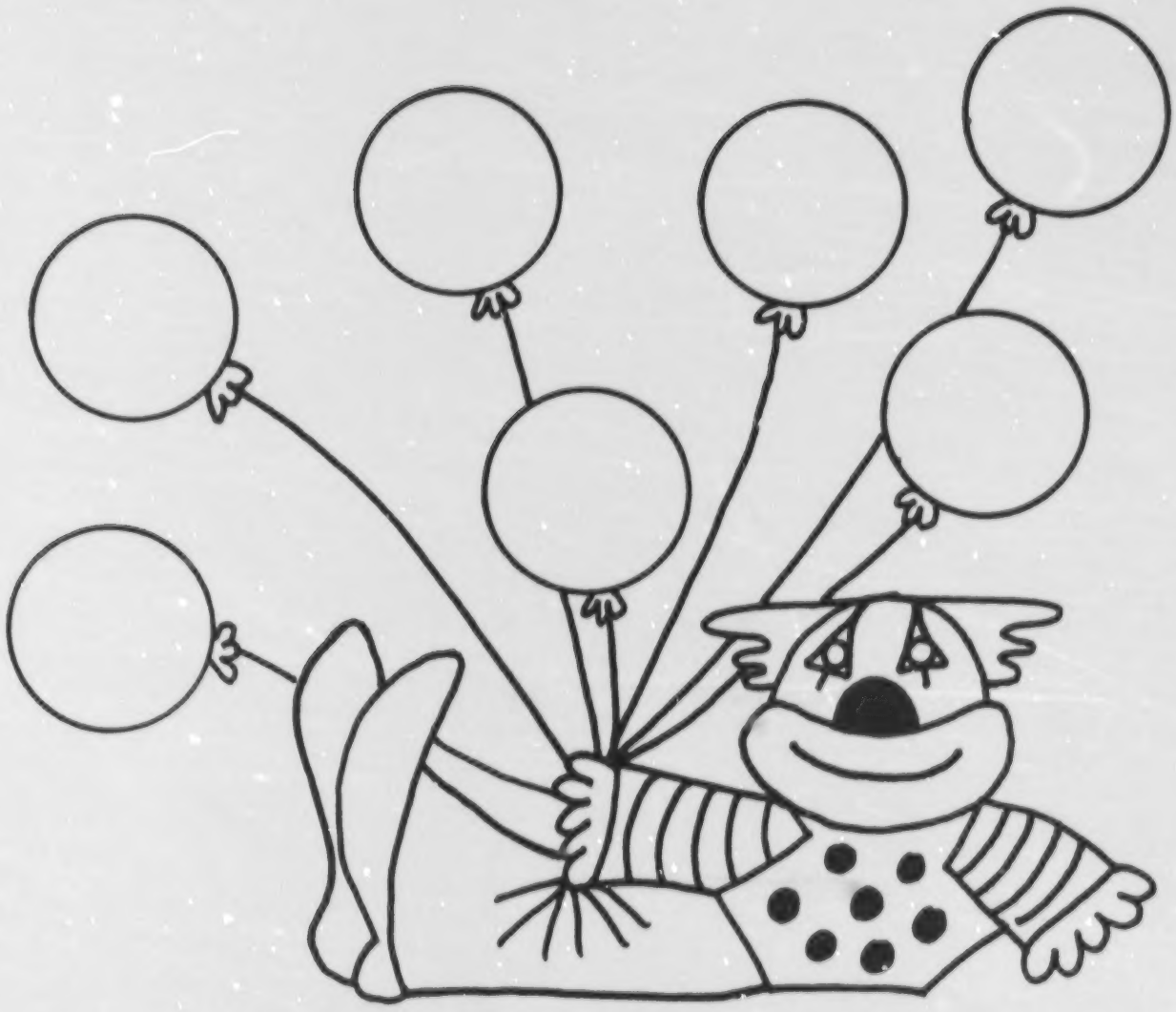
In the example on the following page (Refer to 3.5a), the concept of percentages is simplified into a pictoral representation for younger students. Each star represents one school day. The teacher has set 80 percent as the acceptable level of daily performance. When the student earns 80 percent or above, he/she places a gummed star in one of the spaces provided.

It should be noted that with this percentage chart, the student receives reinforcement at the end of a five day period of time. This picture, or one of a similiar nature, could be adapted for use within the same classroom with varying numbers of stars, thus either increasing or decreasing the reinforcement schedule (Refer to 3.5b and 3.5c).

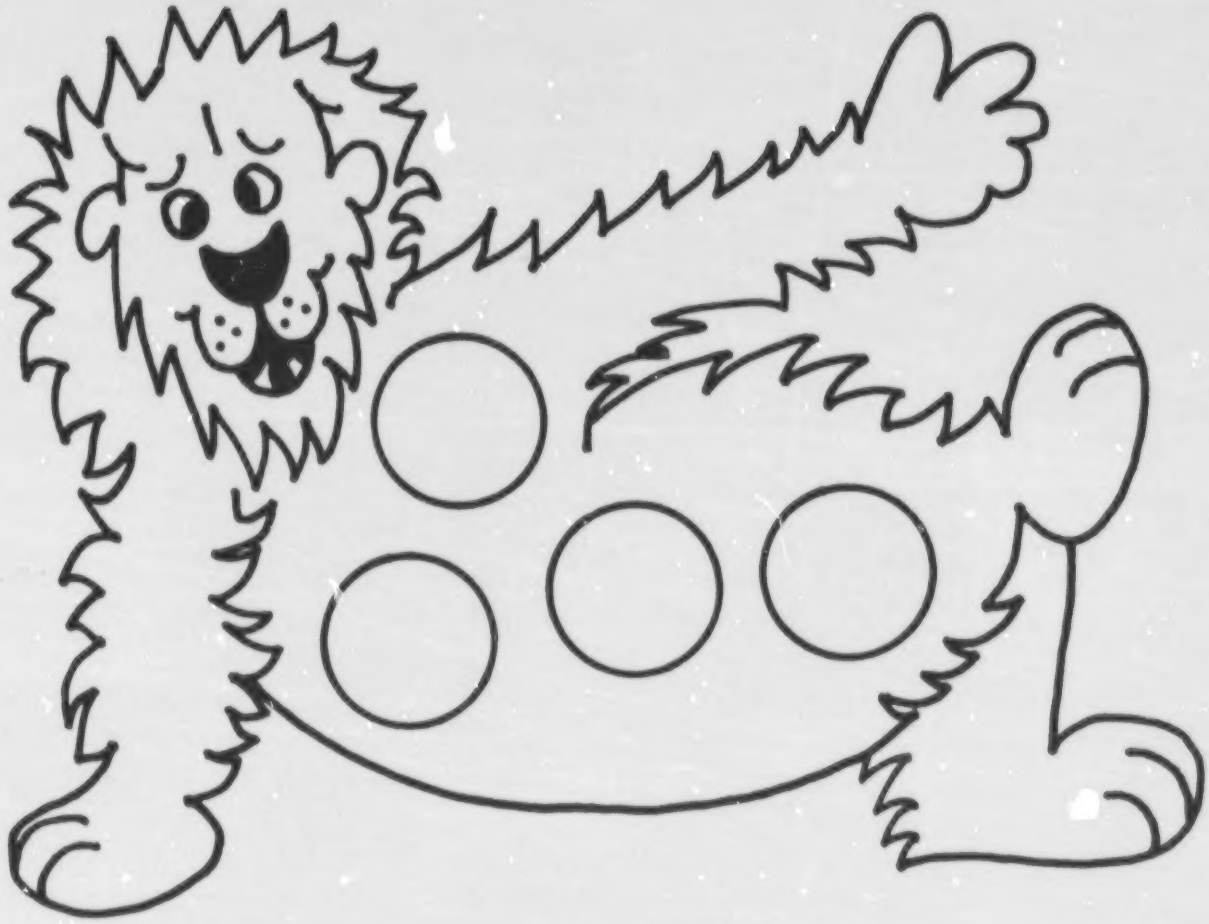
In addition, the teacher may want to record student percentages on a class chart (Refer to 3.5d). By doing so the students may eventually transfer their understanding of the concept of percentages from the pictoral level to the numerical level.

3.5a Examole Classroom Percentage Chart

3.5b Example Classroom Percentage Chart



3.5c Example Classroom Percentage Chart

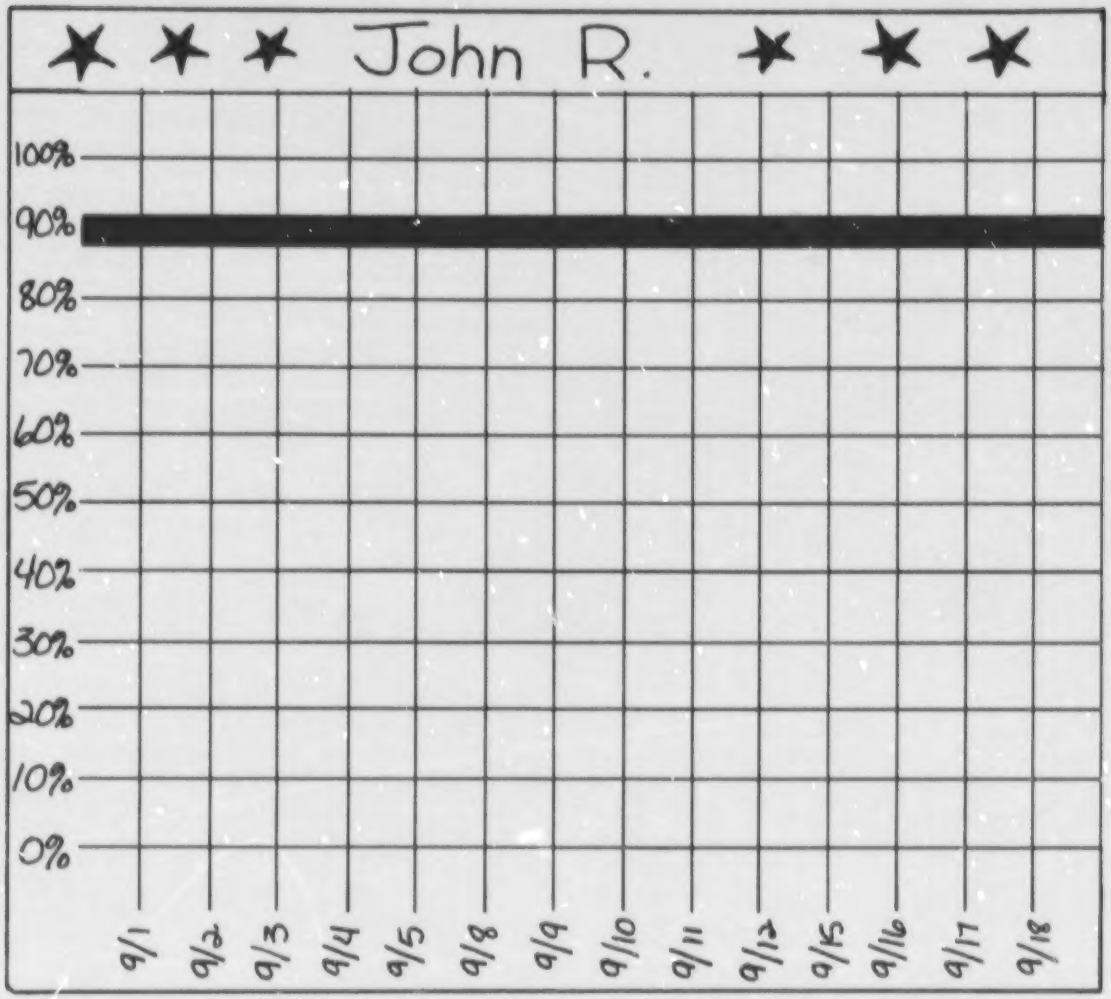


3.5d Example Classroom Percentage Chart

	10/4	10/5	10/6	10/7	10/8	10/11	10/12	10/13	10/14	10/15	10/18	10/19	10/20
David P.	A	A	[illegible]	[illegible]	60%	20%	[illegible]						
Sally F.	[illegible]												
Scott J.	30%	40%	30%	30%	30%	40%	40%						
Randy S.	[illegible]			55%	71%	[illegible]	[illegible]						
Joe D.	39%	46%	48%	62%	69%	78%	91%						
Nancy E.	[illegible]			91%	96%	96%	96%						
Kathy M.	67%	69%	67%	71%	75%	[illegible]	[illegible]						
John N.	66%	67%	[illegible]	50%	[illegible]	[illegible]	[illegible]						
Gabe L.	75%	78%	69%	67%	[illegible]	[illegible]	[illegible]						
Mike K.	[illegible]												

This example is intended for use with students who have difficulty either reading numbers or readily understanding the concept of percentages. By coloring in each box that is on or above the predetermined percentage criterion (in this case 80% or above), the students quickly learn that earning yellow boxes is desirable.

3.5e Example Classroom Percentage Chart



Another way to record percentages is to provide students with individual graphs posted in the room. To further individualize the graphs each student could use a different color magic marker to complete the graph. In addition, the teacher may draw a brightly colored horizontal line across the graph indicating the desirable percentage criterion.

3.6 STRIVING FOR SUCCESS WITH STARS

Once the classroom is arranged, percentage charts are posted, and STARS Cards are made, the teacher has the challenge of tying the program components together so that they become meaningful.

To address this challenge, the teacher must develop a motivational system that supports the concept that earn-points and calculating daily percentages for appropriate behavior is rewarding. It is important to note that points and percentages have little meaning unless they are paired with an activity or object that is desirable and reinforcing to the student.

In setting up the motivational system, the teacher should first determine the percentage criterion that will be used in developing a daily, weekly, or monthly reward system. To insure initial student success, the teacher may need to start with a percentage requirement that can easily be met by the student. After the student has met with success at that percentage criterion, the teacher should gradually increase the acceptable level of appropriate behavior required (i.e., percentage) to earn a reward. The aim initially is to get the student hooked into the management system by providing reinforcement for initial attempts on the part of the student to meet his/her individual short-term objectives.

The next step in planning and implementing STARS is to establish a schedule of reinforcement. For primary level students the teacher may find that it is necessary to reward behavior on a daily basis. As the student becomes familiar with the program's structure and begins to meet with success, the frequency at which rewards can be earned can be delayed for several days or even weeks.

When selecting appropriate reinforcers, the teacher should investigate the resources available within the school and the surrounding community. These may include attention from the principal, participation in safety patrol, free activity time, a field trip to the local fire station, a T-shirt, mainstreaming for special activities within the general education class, serving as a peer tutor, serving as a school cafeteria helper, etc. In addition, the teacher could interview the students to determine what activities and/or concrete rewards they find reinforcing. For more information on reinforcers, refer to Chapter II.

In an effort to keep students motivated, the teacher should vary the types of rewards utilized, as well as display the components of the management system in a colorful manner. If this is not done, students tend to lose interest in the management system and demonstrate a resultant lack of progress. Ultimately, students should

become intrinsically motivated and therefore require a minimal number of tangible rewards or activity reinforcers.

When using the STARS Program Design the teacher must be prepared to make modifications within the program to meet the needs of students who are not making adequate progress. Specific modification techniques are offered here because teachers have found that frequently changing the whole management system proves to be ineffective in that it results in the teachers loss of credibility with the students. In addition, it increases the teachers workload and is confusing to the students.

In an effort to support teachers, the following suggestions are offered when modifications in the STARS Program Design are needed:

Problem: Student demonstrates lack of progress or motivation.

Alternatives:

1. Change percentage required for rewards.
2. Increase frequency of reinforcement.
3. Evaluate strength of reinforcers.
4. Evaluate attainability of students' objectives.
5. Evaluate approach used when providing reinforcement.
6. Use special contracts.

7. Restructure class schedule.

8. Increase frequency of rewards.

Problem: Student behavior is such that by late morning he/she is aware that not enough points have been earned to obtain the required percentage.

Alternatives:

1. Teachers can use this situation as a learning experience by providing crisis counseling.
2. Determine nature and frequency of this situation.
3. Evaluate class schedule.
4. Evaluate academic assignments.
5. Consider initiating special contracts.
6. Evaluate the need for changing frequency of reinforcement.
7. Evaluate reward schedule.
8. Evaluate strength of reinforcers.

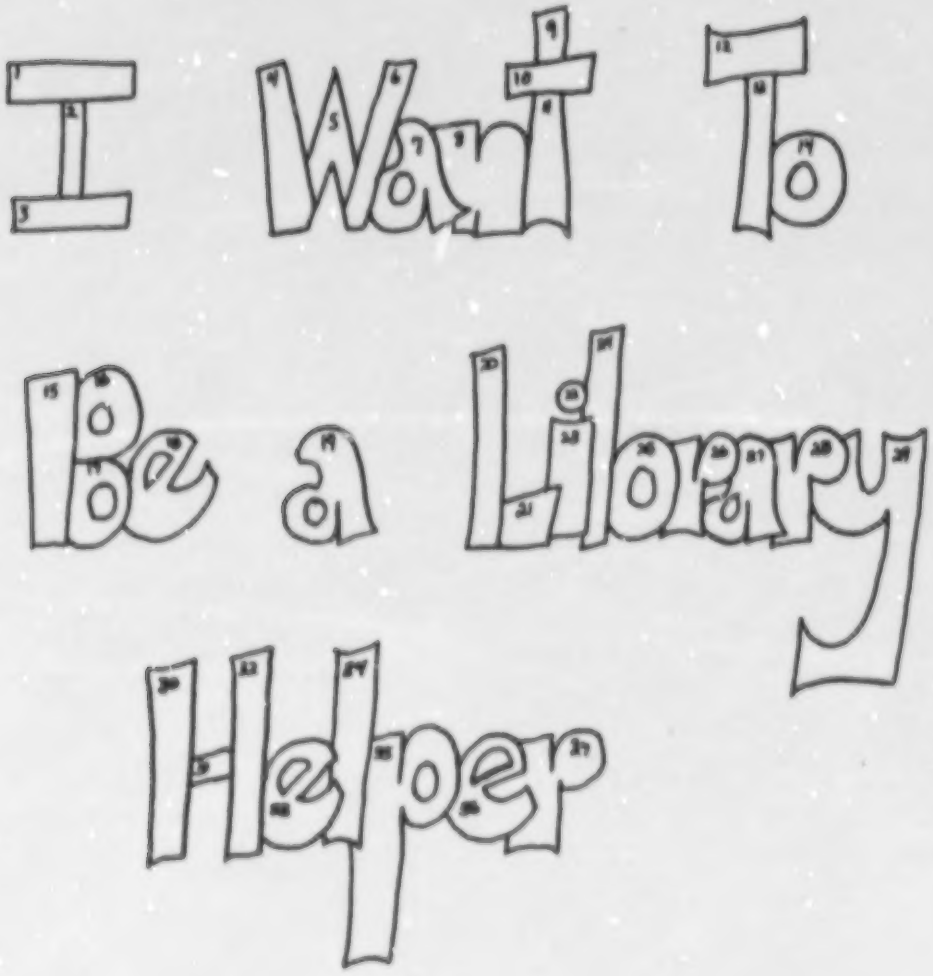
Problem: Student is disruptive in the general education class:

Alternatives:

1. Student returns to STARS class.
2. Consider special contract.
3. Evaluate possible causes of disruptive behavior.

4. Evaluate academic assignments.
5. Evaluate the amount of time the student is mainstreamed.

The examples that follow provide additional ideas for implementing the use of rewards in conjunction with percentage charts, special contracts, and graphs (Refer to 3.6a, 3.6b, 3.6c, 3.6d, 3.6e, and 3.7f).



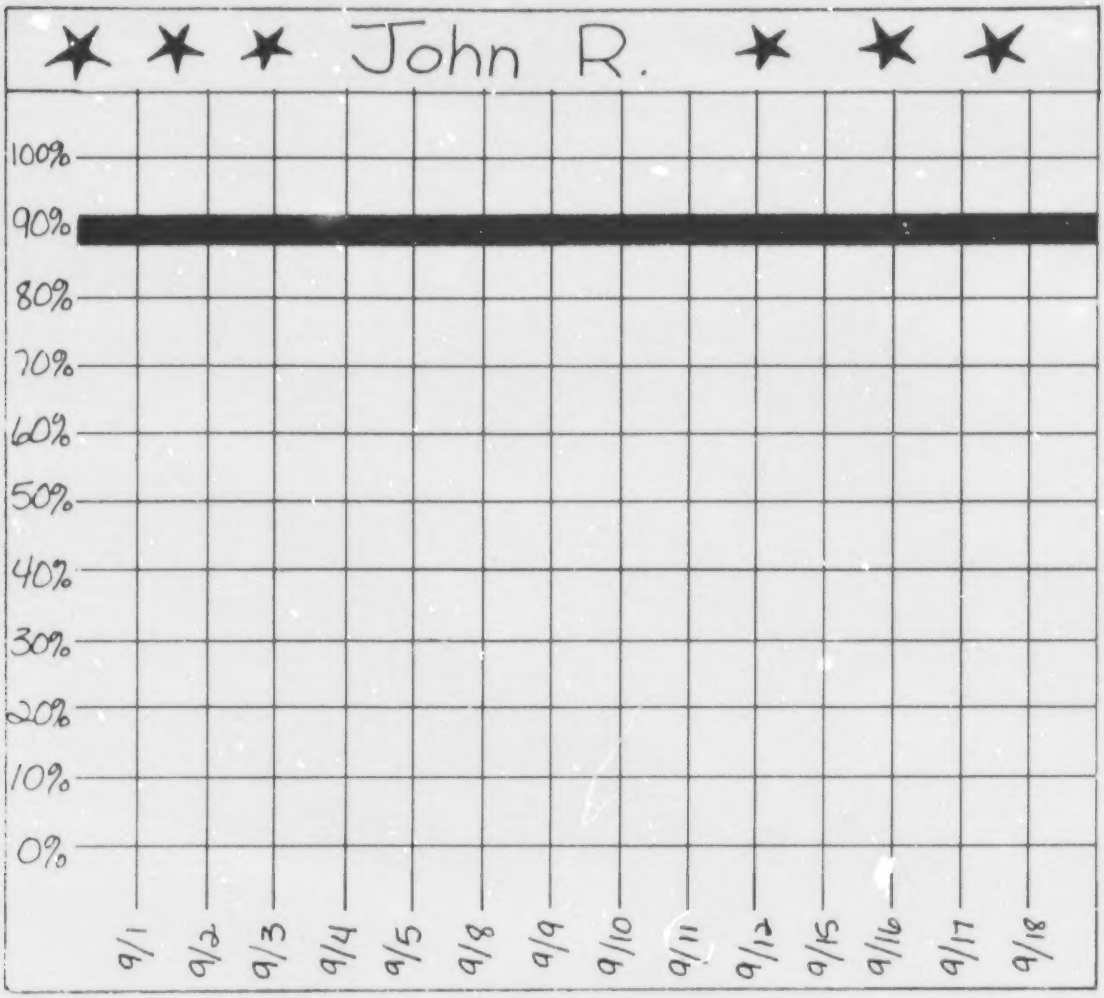
The teacher in this example has set up a reinforcement procedure in which the student is allowed the privilege of being a library helper. When the student earns 80 to 86 percent he/she can color in one space on the chart. When the student earns 87 to 100 percent he/she can color in two spaces. When the chart is totally filled the student earns the reward!

The student must earn ten gummed stars to fill this percentage chart before receiving a reward. It should be noted that with a percentage chart of this type the number of circles can be altered so that the schedule of reinforcement varies to meet individual needs.

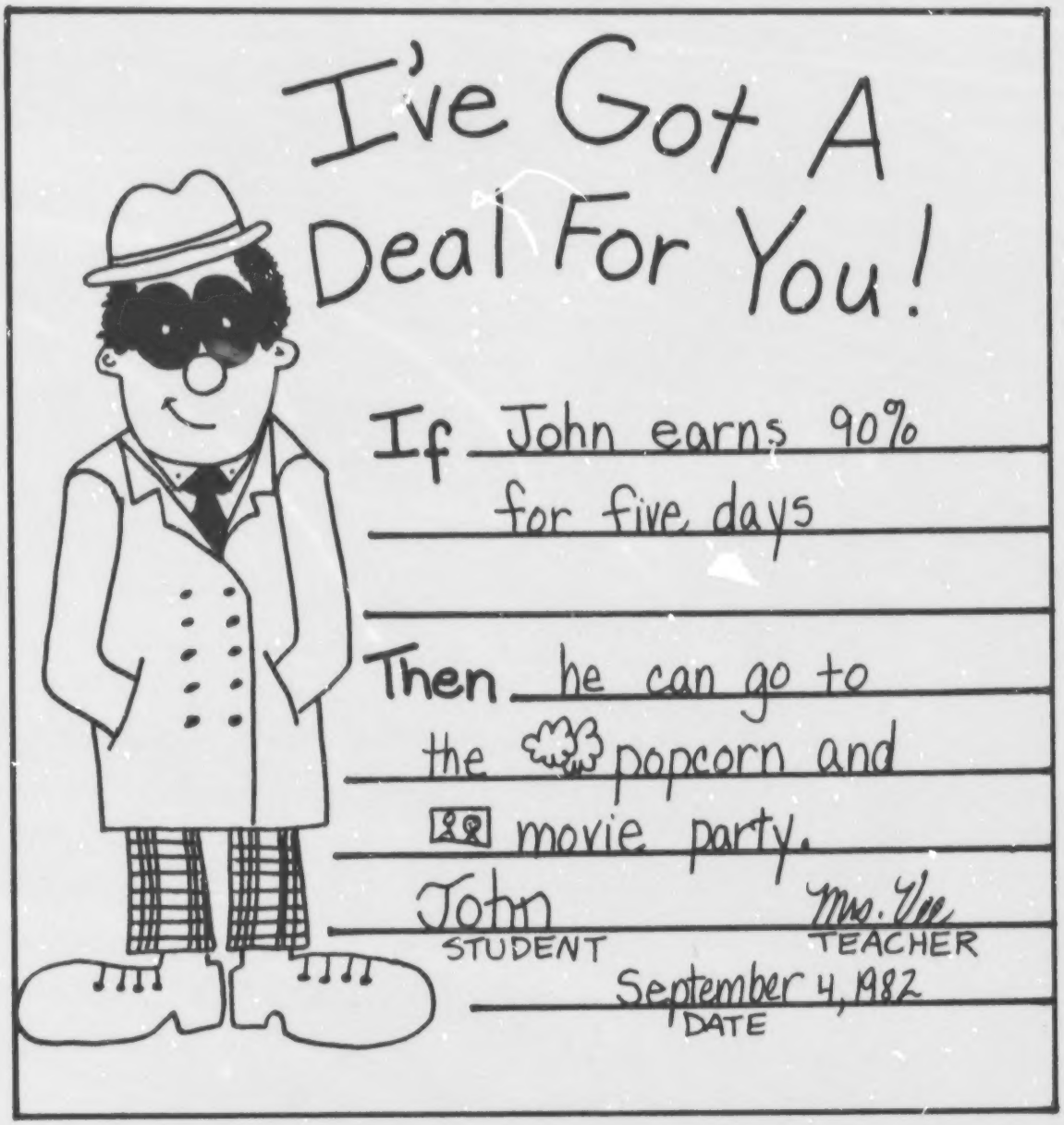
	4/01	5/01	6/01	7/01	8/01	11/01	12/01	3/01	4/01	5/01	8/01	9/01	10/01
David P.	A	A	[illegible]	[illegible]	60%	20%	[illegible]						
Sally F.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]						
Scott J.	30%	40%	30%	30%	30%	40%	40%						
Randy S.	[illegible]	[illegible]	[illegible]	55%	71%	[illegible]	[illegible]						
Joe D.	39%	46%	48%	66%	69%	78%	[illegible]						
Nancy E.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]						
Kathy M.	67%	69%	67%	71%	75%	[illegible]	[illegible]						
John N.	66%	67%	[illegible]	50%	[illegible]	[illegible]	[illegible]						
Gabe L.	75%	78%	69%	67%	[illegible]	[illegible]	[illegible]						
Mike K.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]						

2 [illegible] = small item
3 [illegible] = free time
4 [illegible] = special contract

The teacher in this example has developed a motivational system that takes into consideration the ability of students to delay reinforcement. When using a system like this, the teacher structures students toward delaying reinforcement for increasing lengths of time as well as subtly encouraging students to strive for more socially directed activities. This type of reward chart can also be adapted for Example 3.6b.

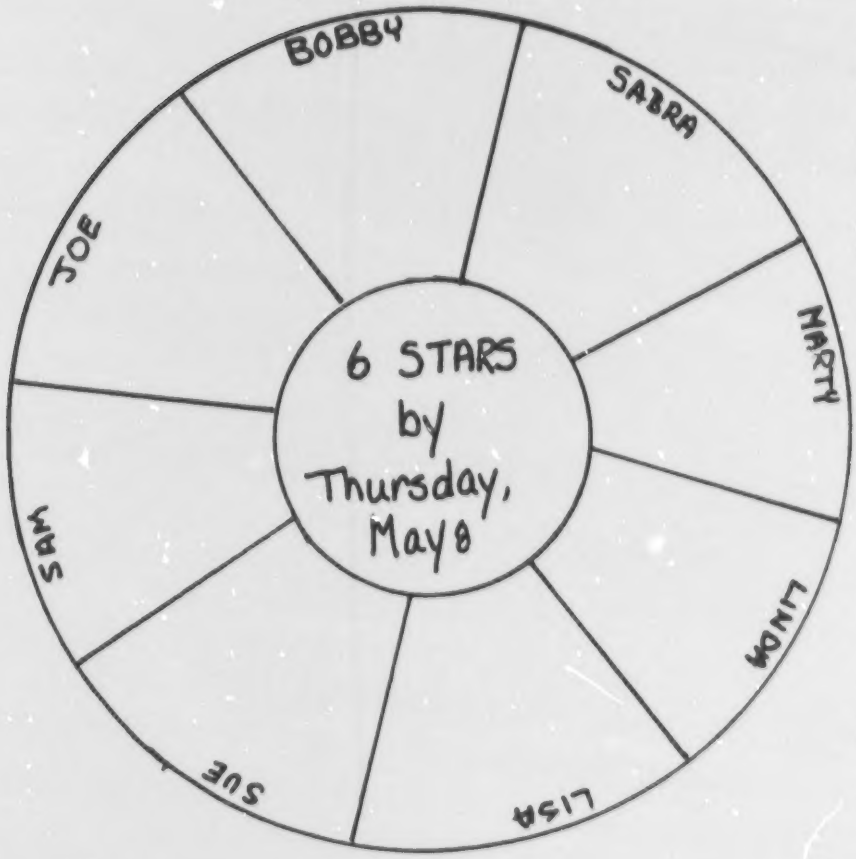


The teacher used a blue marker to draw a line at 90 percent on this student's graph. The student and teacher have both agreed to the contract on the next page.



The teacher should post the contract in a special place in the classroom as a visual reminder to the student.

ICE CREAM ANYONE ?



In this example, students were given ten days to earn 80% for at least six days. Every 80% earned equaled one star on the incentive chart.

CHAPTER IV
INTERMEDIATE LEVEL PROGRAM DESIGN

"We shall not cease from exploration
And the end of our exploring
Will be to arrive where we started
And to know the place for the first time."

T. S. Eliot
Four Quarters
Little Gidding, IV

4.0 INTRODUCTION

The components of the intermediate level STARS Program Design are incorporated in a highly structured behavioral approach which utilizes each student's short-term IEP objectives.

The sections in this chapter provide detailed information that will assist teachers in preparing for the implementation of the STARS Program Design. The hands on examples included in this chapter have been used successfully with intermediate level students in various STARS classrooms. The pages may be reproduced for teacher use by simply blocking out the portions of the example where there is a typewritten explanation. It is important to note that the information in Chapter II regarding affective development, academic coordination, and techniques for behavior change is also an integral part of the intermediate level STARS Program Design. If the concepts outlined in the previous chapter are not incorporated into STARS, the mechanics of setting up the classroom using only the numerous charts, graphs, and point cards will not provide a sound foundation for an effective program.

4.1 CLASSROOM ORGANIZATION

An important part of the STARS classroom is the arrangement of the environment. The teacher can control many variables by structuring the physical arrangement of the classroom and by doing so create a supportive framework for enhancing student performance (Refer to 4.1a).

A. A student work area is arranged by placing students' desks in short rows or in a semi-circle facing the blackboard. In this area the student is physically oriented toward work activities and educational instruction.

   When arranging the work area the teacher should consider the following:

   1. Is the work area free from visual and auditory stimuli?
   2. Does the arrangement of the work area assist the student toward developing organizational skills? (i.e., by providing a place for students to turn in completed assignments within the work area, the possibility of students moving to other areas of the room is decreased.)
   3. Have individual study carrels been incorporated into the work area so that students utilizing them will not view them as a punishment?
   4. Are texts, supplementary materials, and supplies readily accessible for use by the student?

B. Learning centers are unique areas of the room which provide self-directed learning experiences for individuals and/or groups. Centers should be located in a place in the classroom that will allow students in the work area to remain undistracted by messy or noisy activities. Various types of room dividers can be devised to help partition off areas of the room.

When developing learning centers, each activity should include:

1. the task
2. specific information
3. something to do with the facts
4. an evaluative exercise
5. when appropriate, a creative idea for the reinvention and the application of the concept learned.

Learning center activities, on various achievement levels, may cover a range of subject areas including art, science, math, language arts, career development, reading, and social studies. Sufficient instructions should be provided so that students can function effectively in the centers with a minimum of teacher supervision.

The content of a learning center provides the student with the opportunity to:

- make choices
- follow directions
- organize thoughts and materials
- learn a new skill
- reinforce a familiar set of information
- practice a skill
- test hypothesis
- apply some knowledge
- analyze ideas, feelings, situations, cause and effect
- synthesize concepts to organize new thoughts
- evaluate ideas, actions, and situations

At the intermediate level the concept of learning centers is intended to supplement and compliment the general education curriculum. Learning center assignments can be used in conjunction with text-book assignments on a particular day or can be used as a substitute for standard paper and pencil tasks. Learning center assignments should be indicated on the student's assignment sheet, thus facilitating the smooth transition of the student from the work area to the learning center area of the classroom.

C. Areas in the room should be organized for activities such as group affective development, gross motor activities, language development, art, or any other

activity involving group participation.

When beginning to establish these special areas in the classroom, the teacher should assess the rooms' strengths and weaknesses as they relate to size, floor space, furnishings, windows, walls, and bulletin board space.

D. The teacher organizes a personal work area where reports, forms, records, correspondence, professional books, and other materials are easily within reach. The teacher's work area, which should be located near the students' work area, is arranged to allow the teacher an unobstructed view of the entire classroom.

If there is an aide in the classroom, a desk is placed in a position close to the students' work area, perhaps behind the students' desks facing the front of the room.

E. The following program components are an integral part of the STARS Program Design. For that reason, special attention should be given to their location and accessibility within the classroom.

1. The STARS Cards are located in a folder attached to the students' desks or on a bulletin board in a folder labeled with the students' names.

If the cards are kept on the bulletin board, the students are responsible for taking their cards to their desks at the beginning of the day. Children who have difficulty with organizational skills may find it helpful if the teacher places their STARS Card in a folder that is attached to their desk.

2. The Classroom Percentage Chart is posted in a clearly visable place in the classroom, perhaps in the group affective area.
3. Classroom Checklists, which are used for students who are mainstreamed, are housed in a place near the entrance to the room or outside the classroom door in a special folder. The purpose for keeping them near the door or outside the room is to decrease the amount of traffic that is created when (a) students who forget their checklists enter the room to get them, or when (b) students who don't attend the STARS room first thing in the morning need them to start the day.
4. A space is selected where students' individual work folders are kept. Daily academic assignment sheets (Refer to 4.1b and 4.1c) are attached to the students' work folders. On the sheet the assignments for the day are listed along with

instructions for individual learning centers. Daily assignments are based on individual academic objectives as well as course content requirements.

5. A classroom rule chart is posted in a position visible to the students from where they are sitting during group, free activity time, and academic instruction. More than one chart may be posted if needed. Rules should be stated positively, consisely, and should be limited in number. Examples of class rules are:
   1. Respect others and their property.
   2. Ignore others who are inappropriate.
   3. Bring appropriate work materials to class
   4. Ask permission to leave the room.
   5. Follow directions on first request.
6. A Student Schedule is posted in the room indicating the name and time each student is in the STARS classroom. A copy of the schedule should be given to the Principal and the classroom teachers involved in the student's program.

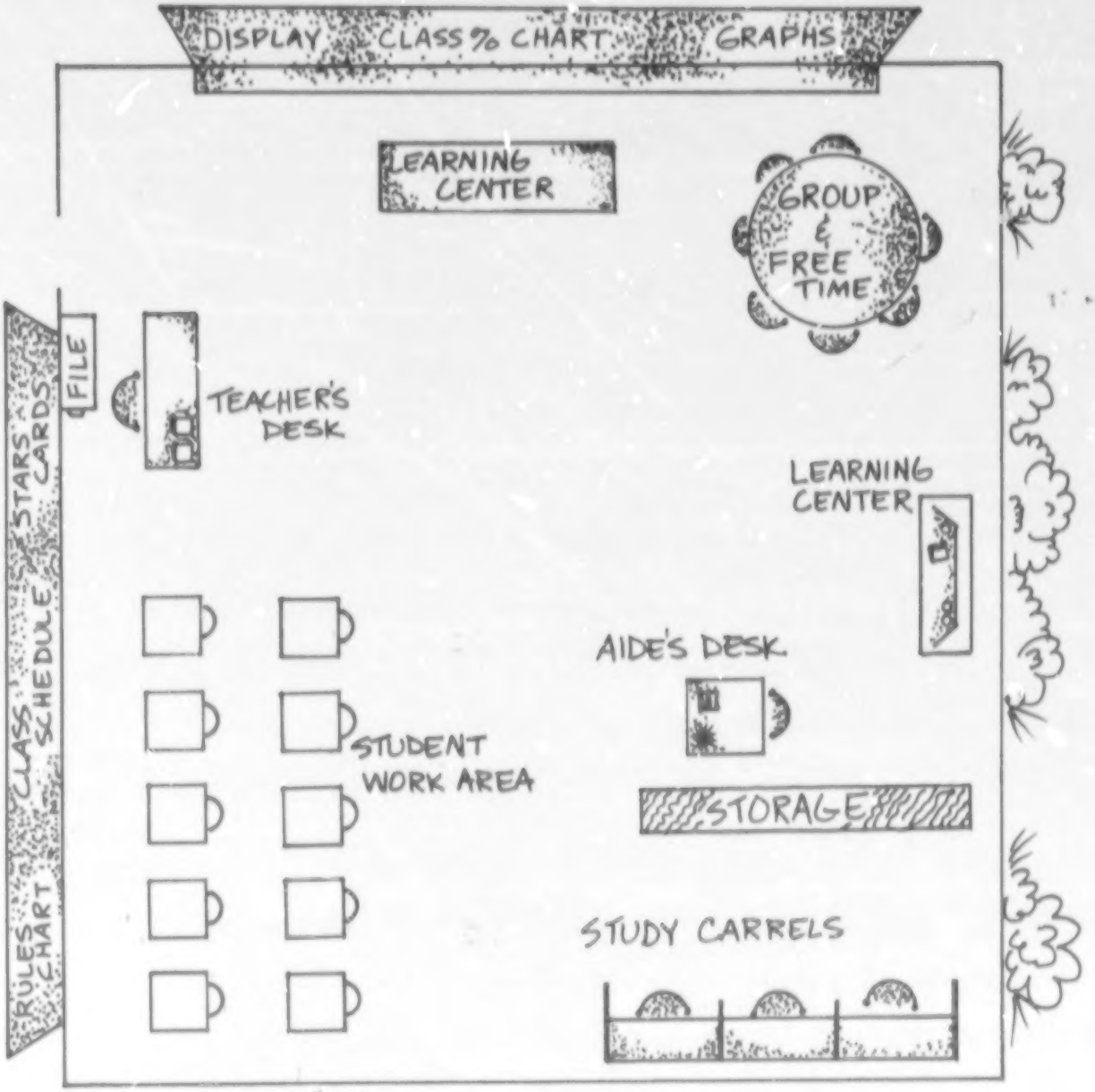
   To make a Student Schedule, the teacher lists the students' names horizontally across the top of the chart. The time intervals, in 30 - 60 minute periods, are listed vertically down the side of the chart. The teacher labels the time blocks indi-

cating when the student is mainstreamed into the general education program, or when receiving related services. In the example provided, Terry has speech from 8:30 - 9:00 and lunch/P.E. from 12:00 - 1:00 with the general education program (Refer to 4.1d).

7. A Daily Activity Schedule (Refer to 4.1e) is posted in the classroom which sequentially lists, by time, academic and non-academic activities the class will be involved in for the day. The schedule gives students additional support and structure by providing a visual reminder of changes in routine.

   When scheduling activities, the teacher should take into consideration each student's mainstreaming schedule as well as the number of students in the STARS class at various time periods during the day. The most successful schedules are based on the concept of short periods of academics followed by group activities such as language development, science experiments, or affective development. The group can later return to academic activities, again followed by a variety of reinforcing activities.

4.1a Example Classroom Floorplan



Name: _____

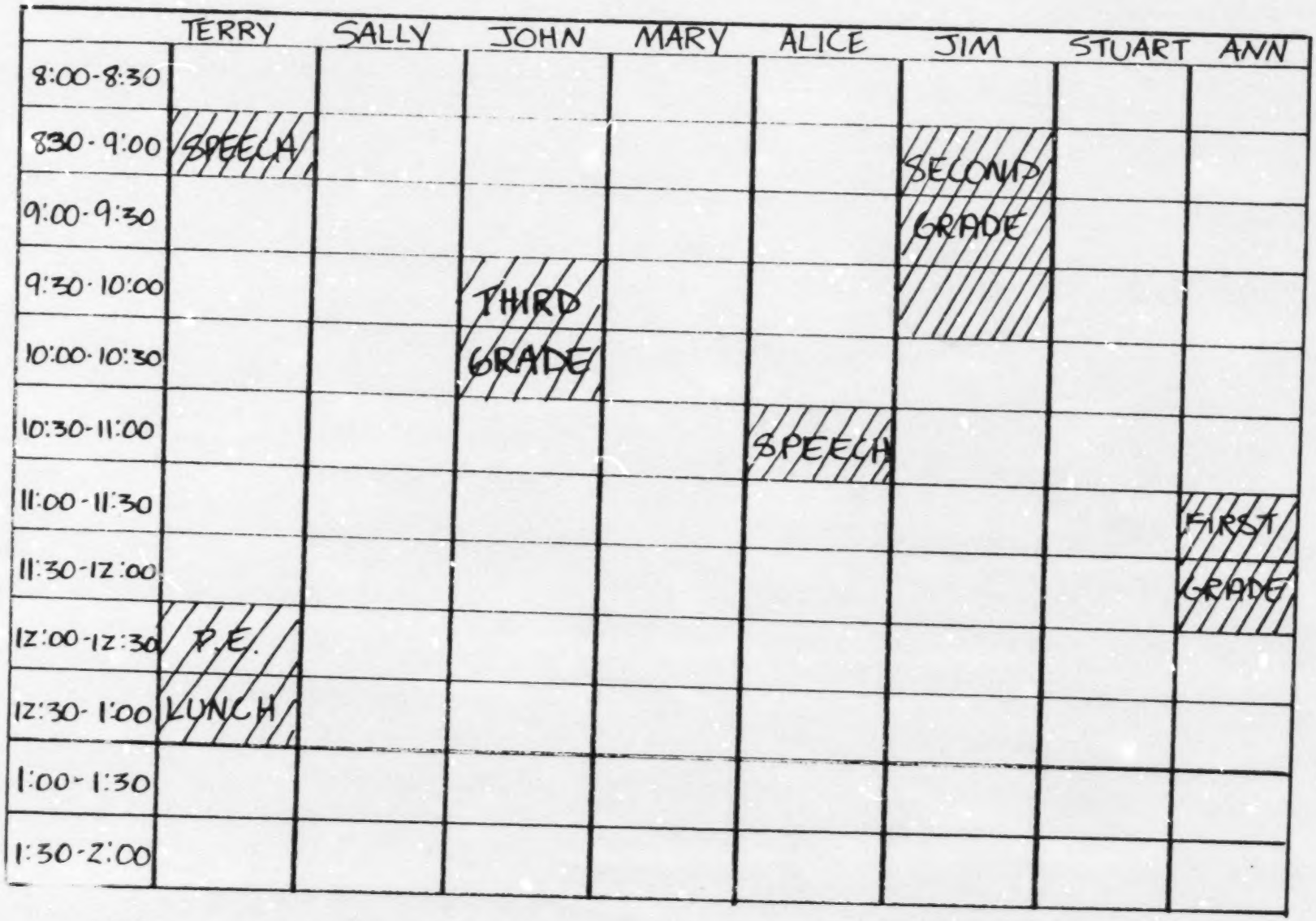
Date: _____

Subject:	Assignment:	✓
Math		
Writing		
English		
Spelling		
Phonics		
Learning Center "1"		

Name: _____

Week of: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
L.C. "J"					
Phonics					
Spelling					
English					
Writing					
Math					


TERRY
SALLY
JOHN
MARY
ALICE
JIM
STUART
ANN
8:00-8:30
8:30-9:00
9:00-9:30
9:30-10:00
10:00-10:30
10:30-11:00
11:00-11:30
11:30-12:00
12:00-12:30
12:30-1:00
1:00-1:30
1:30-2:00
SPEECH
SECOND GRADE
THIRD GRADE
SPEECH
FIRST GRADE
P.E.
LUNCH

STARS Activity Schedule

8:00 - 8:15	Daily Orientation
8:15 - 9:15	Reading
9:15 - 10:00	Group
10:00 - 10:30	Language Arts
10:30 - 11:00	Health
11:00 - 11:20	Science
11:20 - 12:00	Lunch
12:00 - 12:45	Math
12:45 - 1:15	Social Studies
1:15 - 1:45	Free Time
1:45 - 2:00	Wrap Up
2:00 - 2:15	Point Calculation

4.2 STARS CARD

The STARS Card is a combined record of the student's daily performance in the STARS classroom and the general education program.

A. Each student has a STARS Card (Refer to 4.2a) which specifies the individual short term objectives the student is working on. The objectives chosen correlate with the short term objectives on the student's Individual Educational Plan. Objectives can be selected on the basis of their relationship to a successful educational experience or by their level of difficulty. For example, an objective written to increase a student's in-seat behavior would typically be a priority compared to a goal focusing on a student's ability to independently organize assigned tasks.

The student should be involved as much as possible in the selection of objectives to be entered on the STARS Card. When objectives are selected by the teacher, he/sne should be sure to explain the objectives to the student. It is also important for the teacher to clearly define how each objective will be evaluated. For example, if the student needs to decrease talking out behavior, the student should be aware of how many, if any, talk-outs will

be allowed before no points are earned for that time or activity period. By keeping the student informed of the evaluation procedure, the teacher decreases the likelihood of any misunderstandings.

The teacher may choose to involve the students in the preparation of their STARS Cards by having them write in their objectives, as well as the appropriate time or activity periods, in the spaces provided.

B. STARS Cards may be kept in either an individual folder that is labeled with the student's name and located on the bulletin board or in another accessible place in the room, or kept in a folder that is attached to the side of the student's desk. Some teachers have found it helpful to attach the STARS Cards to clip boards that hang from the side of the students' desks.

C. The STARS Card is divided horizontally into ten spaces which are labeled either by class periods, time intervals, or scheduled activities. When the spaces on the STARS Cards are labeled according to scheduled school periods, the extra spaces could be used for lunch and special activities, or simply left blank. When the card is labeled according to time intervals, each space can represent a specific number of minutes or the time that corre-

sponds to daily class activities. An example of this would be to label the horizontal sections "8:30", "9:15" and "10:15" because language, math, and group conclude at the end of those time periods. When the card is labeled according to scheduled activities, the name of the activity can be written in the space provided, e.g., "math," "English," "group," "free time," "lunch," etc.

D. The STARS Card is divided vertically into spaces which are labeled with the short term objectives the student is working on. One point can be earned at the end of every period or interval for each of the following objectives:

1. Working on assignment
2. Following class rules
3. Short-term objective from IEP
4. Short-term objective from IEP
5. Short-term objective from IEP
6. Short-term objective from IEP

E. When giving points the teacher and/or aide briefly go over each objective with the student, perhaps asking the student if he/she met the objective during that time or activity period. It is important that the student is aware of the objectives for which he/she has received points. If a student has not met the objective during the interval, the teacher

and/or aide place a O in the space provided. By giving points on a fixed schedule students are provided with the opportunity for consistent reinforcement.

It is also important for the teacher and/or aide to use the same criteria for recording points for each student. For example, between 8:30 and 9:00 the student talked out twice. The teacher placed a check mark for that time period on his/her point card by the objective "refraining from talking out." During the next thirty minutes the student again talked out several times. This time the teacher placed a zero on the point card. As a result, one of several things could happen:

1. The teacher may be placed in a position to defend inconsistent performance on her part.
2. The child may receive mixed messages concerning what is expected in terms of the criteria to earn a point for a given objective.
3. Other students in the class may model either of the above behaviors.

A subjective, consistent, and matter-of-fact method of giving points will result in the effective utilization of this component of the STARS Program Design.

F. The time blocks on the STARS Card are shaded to

indicate when the student is attending general education classes. The shaded STARS Card serves as a visual aid to assist in the student's independent movement between classes. In addition, by shading the card, it becomes both easier to read and to record points on (Refer to 4.2b).

4.2a Sample STARS Card

Name _____ Date _____											Totals
1. Working on assignment											
2. Following classroom rules											
3.											
4.											
5.											
6.											
7. Classroom checklist											

Points earned_____

Points available_____

Daily percentage_____

Name Steve

Date May 12

	Folder	P.E.	Group	Art	Lunch	Math	Reading	Science			Totals
1. Working on assignment											
2. Following classroom rules											
3. Raising hand for teacher assistance.											
4. Initiating positive interactions with others.											
5. Making positive statements about self.											
6. Accepting responsibility for own actions.											
7. Classroom checklist											

Points earned____

Points available 48

Daily percentage____

4.2b Example Prepared STARS Card

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4.3 CLASSROOM CHECKLIST

The Classroom Checklist is a record of the student's performance in classes outside of the STARS classroom. It serves as an important tool in facilitating communication between the STARS teacher and the general education teacher(s) as well as providing a tool for the generalization of behaviors.

A. When a student attends a general education classroom for a particular subject or block of time, he/she uses a Classroom Checklist. The student can earn points for "Completing Assignments," and "Following Class Rules."

B. The STARS teacher is responsible for explaining the checklist to the student's general education teacher(s) prior to its use.

C. The checklist may be stapled in a folder with the student's name on it or may be kept in the student's notebook, pocket, etc.

D. The general education teacher(s) indicates the student's daily performance by writing either <u>yes</u> or <u>no</u> in the space provided.

E. There are two Classroom Checklists that can be used by the student. The first is intended for use by students who are mainstreamed into only one general education class (Refer to 4.3a). The second is intended for use by students who are mainstreamed

into more than one general education class (Refer to 4.3b). When using the latter form the STARS teacher prepares the Classroom Checklist by filling in the names of the teacher and/or the subject areas the student will be mainstreamed for in the spaces on the far left side of the form. The checklist is designed to be used for up to four subjects or teachers.

F. Each student is held responsible for having the Classroom Checklist signed daily by the general education teacher(s). If the student does not have the Classroom Checklist signed, it is recommended in most cases that the student earn no points for that time period. Teacher discretion should be used with those students who may need a modification in this general procedure.

G. The STARS teacher may give the student a new checklist if he/she loses the one he/she previously had during the course of the day. However, no points are earned for the time period prior to losing the checklist.

H. The student returns the Classroom Checklist to the STARS classroom daily so that the total number of points earned can be recorded on the student's STARS Card.

4.3a Sample Classroom Checklist

Name_____ Teacher_____

Week of: _____

	Mon.	Tues.	Wed.	Thurs.	Fri.
1. Completed assignment					
2. Followed class rules					
Comments:					

4.3b Sample Classroom Checklist

Name_____ Week of_____

	Mon.		Tues.		Wed.		Thurs.		Fri.	
1.										
2.										
3.										
4.										
Comments:	work	rules	work	rules	work	rules	work	rules	work	rules

4.4 COMPUTATION OF DAILY PERCENTAGE

At the end of the day, if a student is not mainstreamed into the general educational program, the teacher and/or aide total the number of points earned and record the sum on the STARS Card.

When the student is mainstreamed for specific class periods, the teacher and/or aide count the number of "yes" marks earned for each objective on the Classroom Checklist. The sum is recorded in the space labeled Classroom Checklist (#7) on the student's STARS Card. A total of six points is available during each time or activity interval in the general education classroom; three points for "Following Class Rules" and three points for "Completing Assignments." A total of six points for each time or activity interval is used because the student would have had the opportunity to earn six points if he/she had remained in the STARS Classroom.

For example: If a student is mainstreamed for two activity periods (math and reading), the student has an opportunity to earn twelve points in the general education classroom. Six points are available in the math class and six points are available in the reading class. Assuming the student earns one "yes" mark and one "no" mark in the math class and two "yes" marks in the reading class, the STARS teacher would record three points

in the slot beside Classroom Checklist (#7) on the STARS Card that corresponds with the math class and six points in the slot that corresponds to the reading class (Refer to 4.4a and 4.4b).

At the end of the day, the STARS Card is computed by adding the number of possible points and the number of earned points and then recording the totals in the spaces provided.

To obtain a percentage of appropriate behaviors the number of points earned is divided by the number of points possible. Teachers and students may want to use a percentage calculator (Refer to 4.4c) instead of hand computing the percentages each day. For example, the student referred to in Example 4.4a earned 41 points out of a possible 48 points. (Please note that in this example only eight of the ten possible activity intervals were used. Thus, if all ten intervals were used, 60, rather than 48, would be the total number of points possible.) By referring to the percentage calculator the teacher, aide, or student can quickly determine that 85 percent is earned for the day. Students could also learn to operate a calculator to compute their daily percentages. This method could provide additional reinforcement for unmotivated students. Regardless of the method used, it is important that the teacher encourage students to take an active part in totaling points and computing percentages.

Name Steve Date May 12	Folder	P.E.	Group	Art	Lunch	Math	Reading	Science			Totals
1. Working on assignment	✓	✓	✓	✓	✓			✓			6
2. Following classroom rules	0	✓	✓	✓	✓			✓			5
3. Raising hand for teacher assistance.	✓	✓	✓	✓	0			✓			5
4. Initiating positive interactions with others.	✓	✓	✓	✓	✓			✓			6
5. Making positive statements about self.	✓	0	✓	0	✓			✓			4
6. Accepting responsibility for own actions.	✓	✓	✓	✓	✓			✓			6
7. Classroom checklist						3	6				9

Points earned 41

Points available 48

Daily percentage 85

Name Steve Week of May 12

	Mon.		Tues.		Wed.		Thurs.		Fri.	
1. Math	yes	no								
2. Reading	yes	yes								
3.										
4.										
Comments:	work	rules	work	rules	work	rules	work	rules	work	rules

POINTS
48 = 100%
47 = 97%
46 = 95%
45 = 93%
44 = 91%
43 = 89%
42 = 87%
41 = 85%
40 = 83%
39 = 81%
38 = 79%
37 = 77%
36 = 75%
35 = 72%
34 = 70%
33 = 68%

POINTS
32 = 66%
31 = 64%
30 = 62%
29 = 60%
28 = 58%
27 = 56%
26 = 54%
25 = 52%
24 = 50%
23 = 47%
22 = 45%
21 = 43%
20 = 41%
19 = 39%
18 = 37%
17 = 35%
16 = 33%

POINTS
15 = 31%
14 = 29%
13 = 27%
12 = 25%
11 = 22%
10 = 20%
9 = 18%
8 = 16%
7 = 14%
6 = 12%
5 = 10%
4 = 8%
3 = 6%
2 = 4%
1 = 2%
0 = 0%

4.5 CLASSROOM PERCENTAGE CHART

The Classroom Percentage Chart provides a record of each student's daily percentage in addition to the use of the preprinted Individual Behavioral Graph (Refer to 2.8). As an end of the day activity, the teacher directs the students to record their percentage on the chart. By doing so, students have an opportunity to review their progress and receive feedback from both the teacher and other students.

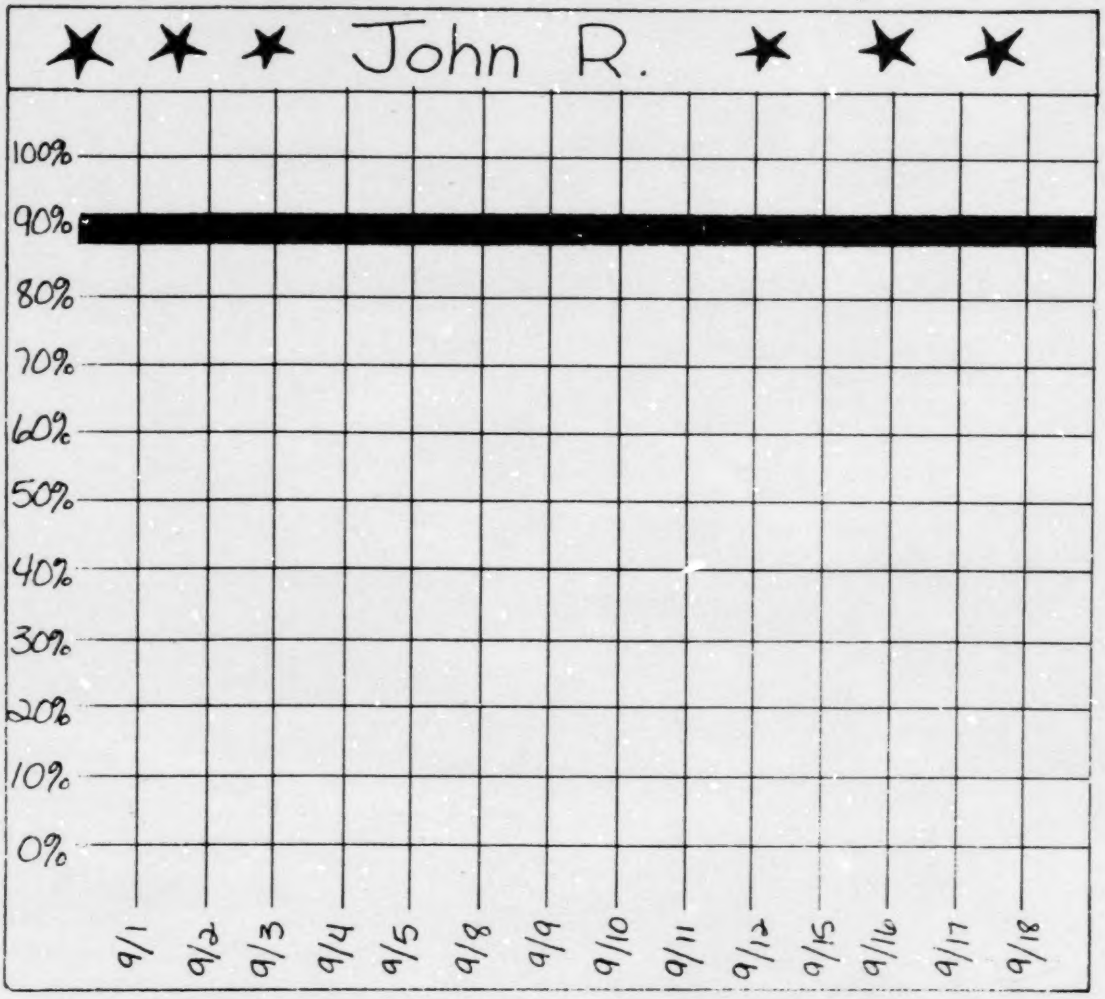
The teacher can utilize a variety of percentage charts throughout the school year to provide continued student motivation toward meeting behavioral objectives. The following are examples of various methods the teacher may use to tailor the Classroom Percentage Chart to meet the interest levels of different students. It should be noted that students' percentages can be recorded on a group chart or on individual charts (Refer to 4.5a and 4.5b).

4.5a Example Classroom Percentage Chart

	10/4	10/5	10/6	10/7	10/8	10/11	10/12	10/13	10/14	10/15	10/18	10/19	10/20
David P.	A	A	80%	80%	60%	20%	80%						
Sally F.	90%	90%	85%	80%	90%	90%	90%						
Scott J.	30%	40%	30%	30%	30%	40%	40%						
Randy S.	85%	83%	87%	55%	71%	87%	91%						
Joe D.	39%	46%	48%	66%	69%	78%	91%						
Nancy E.	100%	96%	96%	91%	96%	96%	96%						
Kathy M.	67%	69%	67%	71%	75%	80%	82%						
John N.	66%	67%	90%	50%	90%	83%	83%						
Gabe L.	75%	78%	69%	67%	80%	87%	89%						
Mike K.	90%	98%	96%	98%	94%	98%	92%						

In this example, the STARS students' percentages are recorded on one large chart. The teacher may chose to have each student use a different color marker to make the chart more colorful.

4.5b Example Classroom Percentage Chart



Another way to record percentages is to provide students with individual graphs posted in the room. Students can individualize their graphs by decorating the borders and/or by choosing their favorite color marker to record daily percentages. The heavy line at 90% is the percentage level required for John to earn a pre-determined reinforcer.

4.6 STRIVING FOR SUCCESS WITH STARS

Once the classroom is arranged, percentage charts are posted, and STARS Cards are made, the teacher has the challenge of tying the program components together so that they become meaningful.

To address this challenge, the teacher must develop a motivational system that supports the concept that earning points and calculating daily percentages for appropriate behavior is rewarding. It is important to note that points and percentages have little meaning unless they are paired with an activity or object that is desirable and reinforcing to the student.

In setting up the motivational system, the teacher should first determine the percentage criteria that will be used in developing a daily, weekly, or monthly reward system. To insure initial student success, the teacher may need to start with a percentage requirement that can easily be met by the student. After the student has met with success at that percentage criterion, the teacher should gradually increase the acceptable level of appropriate behavior required (i.e., percentage) to earn a reward. The aim initially is to get the student hooked into the management system by providing reinforcement for initial attempts on the part of the student to meet individual short-term objectives.

The next step in planning and implementing STARS is to establish a schedule of reinforcement. Even when working with intermediate level students, the teacher may find that it is necessary to reward behavior on a daily basis. As the student becomes familiar with the program's structure and begins to meet with success, the frequency at which rewards can be earned can be delayed for several days or even weeks.

When selecting appropriate reinforcers, the teacher should investigate the resources available within the school and the surrounding community. These may include a pass to the library, participation in field trips, mainstreaming for special activities within the general education class, serving as a peer tutor, serving as a school cafeteria helper, free activity time, or working toward earning additional time in the general education program. In addition, the teacher could interview the students to determine what activities and/or concrete rewards they find reinforcing. For more information on reinforcers, refer to Chapter II.

In an effort to keep students motivated, the teacher should vary the types of rewards utilized, as well as display the components of the Management System in a colorful manner. If this is not done, students

tend to lose interest in the management system and demonstrate a resultant lack of progress. Ultimately, students should become intrinsically motivated and therefore require a minimal number of tangible rewards or activity reinforcers.

When using the STARS Program Design the teacher must be prepared to make modifications within the program to meet the needs of students who are not making adequate progress. Specific modification techniques are offered here because teachers have found that frequently changing the whole management system proves to be ineffective in that it results in the teachers loss of credibility with the students. In addition, it increases the teachers workload and is confusing to the students.

In an effort to support teachers, the following suggestions are offered when modifications in the STARS Program Design are needed:

Problem: Student demonstrates lack of progress or motivation.

Alternatives:

1. Change percentage required for rewards.
2. Increase frequency of reinforcement.
3. Evaluate strength of reinforcers.
4. Evaluate attainability of student's objectives.

5. Evaluate approach used when providing reinforcement.
6. Use special contracts.
7. Restructure class schedule.
8. Increase frequency of rewards.

Problem: Student behavior is such that by late morning he/she is aware that not enough points have been earned to obtain the required percentage.

Alternatives:

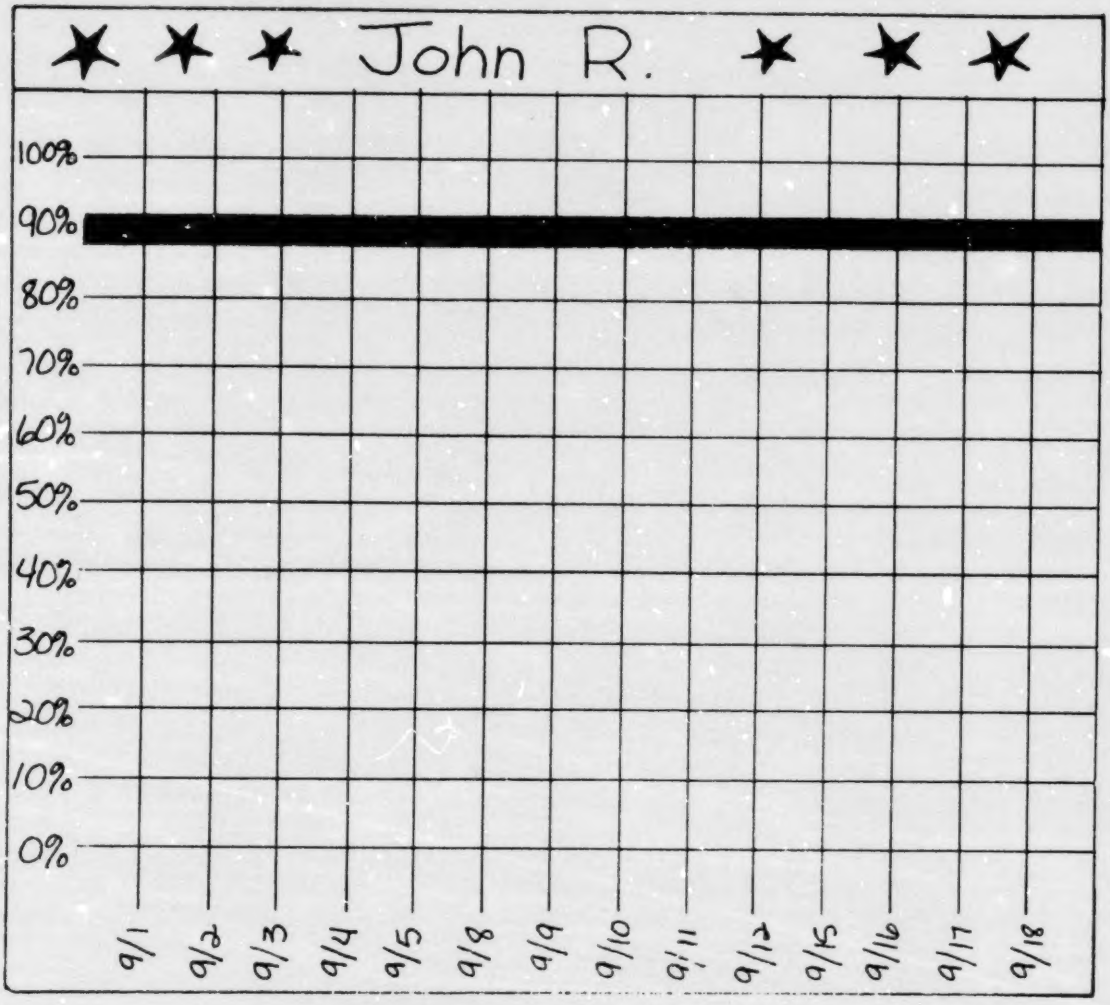
1. Teachers can use this situation as a learning experience by providing crisis counseling.
2. Determine nature and frequency of this situation.
3. Evaluate class schedule.
4. Evaluate academic assignments.
5. Consider initiating special contracts.
6. Evaluate the need for changing frequency of reinforcement.

7. Evaluate reward schedule.
8. Evaluate strength of reinforcers.

Problem: Student is disruptive in the general education class:

Alternatives:
1. Student returns to STARS class.
2. Consider special contract.
3. Evaluate possible causes of disruptive behavior.
4. Evaluate academic assignments.
5. Evaluate the amount of time student is mainstreamed.

The examples that follow provide additional ideas for implementing the use of rewards in conjunction with percentage charts, special contracts, and graphs (Refer to 4.6a, 4.6b, 4.6c, and 4.6d).



The teacher in this example used a blue marker to draw a line at 90 percent on this student's graph. The student and teacher have both agreed on the following contract for the week:

****
*
* 4 days at 90 percent = Movie on Friday
*
* +
*
* good note home
*
****

Student contracts, which are posted in a special place in the classroom, serve as a visual reminder to the student of what he/she is working toward.

	10/4	10/5	10/6	10/7	10/8	10/11	10/12	10/13	10/14	10/15	10/18	10/19	10/20
David P.	A	A	80%	80%	60%	20%	80%						
Sally F.	90%	90%	85%	80%	90%	90%	90%						
Scott J.	30%	40%	30%	30%	30%	40%	40%						
Randy S.	85%	83%	87%	55%	71%	87%	91%						
Joe D.	39%	46%	48%	66%	69%	78%	91%						
Nancy E.	100%	96%	96%	91%	96%	96%	96%						
Kathy M.	67%	69%	67%	71%	75%	80%	82%						
John N.	66%	67%	90%	50%	90%	83%	83%						
Gabe L.	75%	78%	69%	67%	80%	87%	89%						
Mike K.	90%	98%	96%	98%	94%	98%	92%						

Using the above percentage chart, the teacher in this example has set up a contract for the week with the class which specifies the following:

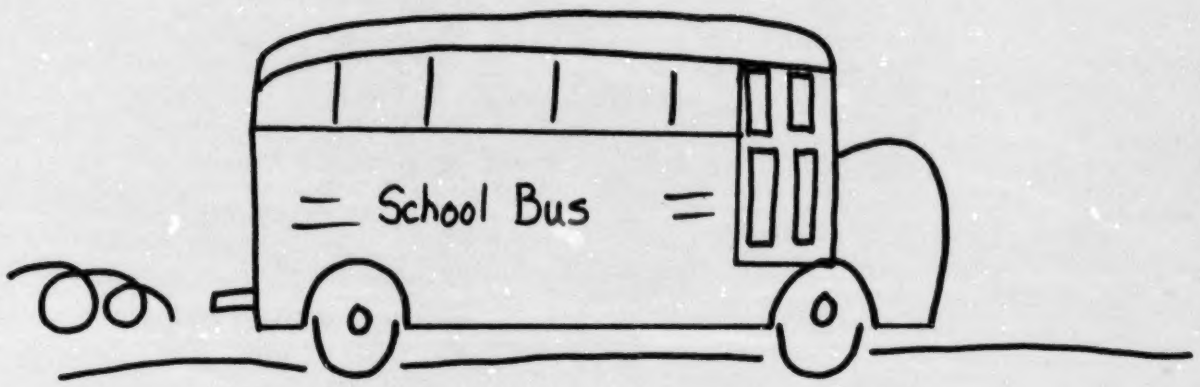
****

3 days at 80% or above = Your choice from the grab box

4 days at 80% or above = No homework on Friday & your choice from the grab box

****

The grab box includes T-Shirts, records, combs, key chains, puzzles, paperback books, and posters. The teacher may want to be creative and display some of the items available in the grab box to stimulate student interest. As the grab box items and the requirements for earning them change, the reinforcement "menu" would reflect the same.



Field Trip

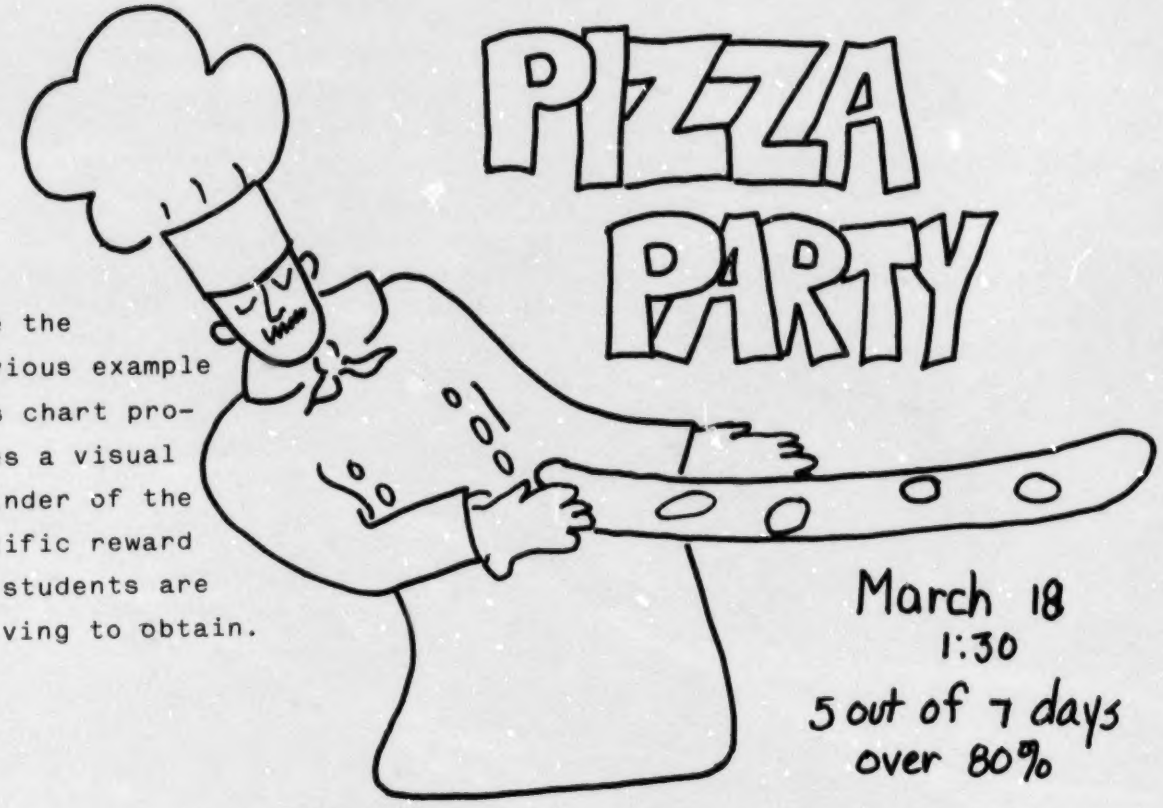
Monday, April 17

8 out of 12 days at 80%

In this example, students earn a field trip if they meet the required percentage.

	4-3	4-4	4-5	4-6	4-7	4-8	4-9	4-10	4-11	4-12	4-13	4-14
Joe												
Sam												
Linda												
Marty												
Valerie												
David												

Like the previous example this chart provides a visual reminder of the specific reward the students are striving to obtain.



	March 8	March 9	March 10	March 11	March 12	March 13	March 14
Bobby							
Joe							
Sue							
Bill							
Mike							

C O N C L U S I O N

This manual has endeavored to provide professionals with material that is relevant to the development and implementation of a comprehensive model for serving behaviorally disordered students. It is our belief that the STARS Program Design can be utilized and/or adapted to meet the individual needs of professionals and students. We hope that STARS will be as successful for you as it has been for us!

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